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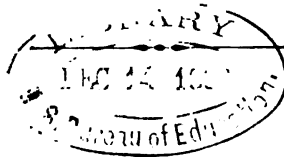
ORGAN OF THE

STATE TEACHERS' ASSOCIATION,

AND OF

THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

7310



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INDEX.

A

	PAGE
Amendments to School Law.....	1
Act Providing for Building School Houses.....	132
Alcoholic Medicine.....	294
Assault and Battery.....	381

B

Be Happy Now.....	265
Board of Education, Clarke County.....	35
Black Boards.....	223, 251, 347
Books for Township Libraries.....	142
Book Table.....	83, 114, 148, 173, 208, 266, 312, 359, 397

C

Classics, <i>Massachusetts Teacher</i>	10
Christmas Anthem.....	104
Composition Writing.....	106, 136, 163, 195, 191
Charity.....	188
Corporal Punishment.....	278
" " in Indiana.....	349
Care of School Property.....	384

D

Discipline of Schools, by Hon. E. D. Mansfield.....	243
Drawing in Schools.....	376

E

Education and Crime.....	47
Education and Pauperism.....	48
Educational Legislation.....	108, 138
Education of our Colored Population.....	156
Early Training.....	311
Examination by State Board.....	76, 165, 194

F

Fort Wayne Schools.....	46, 230
-------------------------	---------

G

Geography.....	219
----------------	-----

I

Indianapolis Schools.....	44, 145, 262
Instruction in Language, <i>Ohio Educational Monthly</i>	341
Institutes, in	
Clarke County.....	325
Delaware County.....	456
Franklin County.....	167
Jackson County.....	264
Jasper County.....	111
Johnson County.....	143
Knox County.....	324
Lake County.....	324
Laporte County.....	323
Marion County.....	79
Morgan County.....	391
Orange County.....	41
Owen County.....	357
Spencer County.....	42
Switzerland County.....	322
Vermillion County.....	322
Washington County.....	392
White County.....	110

K

Kansas, by Editor.....	299
------------------------	-----

L

Laying Corner Stone of Normal School.....	284
Letter to the Editor.....	263, 354
Letter from an Examiner.....	166
Letter to Superintendent.....	293
Letter from Governor Baker.....	303
Libraries, County and Association.....	39
Living Temple.....	44

M

Moral Instruction, by Prof. B. C. Hobbs.....	85
Model School.....	122
Music in Schools.....	308
Moral Instruction, by Prof. Wm. H. DeMott.....	367
Meeting of College Faculties.....	381
Metric System.....	33
Miscellany.....	81-2, 112-13, 146-7, 169, 170-1-2, 202-3, 236, 261, 292, 325-6-7, 355-6-7.

N

Names and Postal Address of Members of State Association.....	100
National Department of Education.....	148, 289

INDEX

iii

Normal School Act.....	179
Name in Sand.....	172
Normal Training Schools, by Prof. W. F. Phelps.....	371

O

Organization of Schools in Townships, by Hamilton S. McRae.....	274
Organization of Schools in Towns, by Hamilton S. McRae.....	336
Official Visits.....	226
Ocean Bottom.....	198
Observations.....	352 287
Obituary Notice of Prof. B. F. Hoyt.....	234
Obituary Notice of Miss Maria Faithful.....	393

P

Pestallizzi.....	125
Peabody Donations.....	147
Parentage of Distinguished Men.....	294
Primary Teaching, by Miss A. P. Funelle.....	305
Professional Reading.....	317
Primary Schools, by Francis H. Turner.....	175
Proper Order of Development of the Mental Faculties, by Prof. John S. Hart.....	361

R

Reform Schools.....	49
Report on Normal Schools, by Prof. B. C. Hobbs.....	205

S

State Teachers' Association.....	51, 78, 358, 394
School Officers in the Legislature.....	80
Self Control, by Pres't Cyrus Nutt.....	115, 148, 239, 269
School Houses, by Hamilton S. McRae.....	120
School Government.....	127
Spelling Classes, by C. P. Thompson.....	131
State Board of Education, Proceedings of.....	161
Sowing Wild Oats.....	295
Supreme Court Decisions.....	315
State Certificates.....	320
School Examinations, by Pres't A. B. Benton.....	334
School Revenue.....	348
Suspension of Pupils.....	347
School Room Methods, etc.....	351, 385
School Officers' Department.....	76, 135, 161, 193, 122, 253, 315, 347, 381
Spelling Classes, How I hear Them.....	183
State Institutes.....	198, 200, 237, 291, 296, 297

T

Theory and Practice, by A. W. Weston.....	19
Temperance.....	30
Trustees' Meeting. Orange County.....	36
The Teacher's Trust.....	96
The Carondolet Passing Vicksburg.....	250
Teaching Grammar, by Prof. M. A. Newell.....	329
The Brain and Alcohol.....	216

INDIANA SCHOOL JOURNAL.

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[No. 1.]

AMENDMENTS AND ADDITIONS TO THE SCHOOL LAW.

[Extracts from the forthcoming Report of the Superintendent of Public Instruction.]

I. REMISSION OF FINES AND FORFEITURES.

Amend an act entitled "An act to regulate the remission of Fines and Forfeitures," and approved June 1852, so as to require the application made to the Governor, to be signed, when the case is tried by the Court, by at least three of the four following officers, namely: the Judge, the Prosecutor, the School Examiner and the County Auditor; and when tried by a jury, the application shall be signed by three of the aforesaid officers and by a majority of the jury.

The object of this provision is to secure a larger income from this source to the school fund. The Constitution and the statute provide that all fines for breaches of the penal laws of the State and all forfeitures which may accrue, shall go to the school fund. The amount derived from this source is about \$25,000 per annum; for the year ending March 1st, 1865, it was \$24,975 46. On the other hand the amount of fines and forfeitures remitted is about \$10,000 per annum; for the year 1860 the amount of remission was \$12,327.

If by the above provision, or one substantially the same, the ends of justice and mercy can be met, it is obvious that a very considerable increase will annually be secured to the school fund.

II. DETERMINATION OF TEXT BOOKS.

This is now, and for years has been, a difficult problem in our system. We have tried two methods :

1. No legislation on the subject: leaving it in the hands of local officers and teachers to dispose of as they should deem best.

2. In 1853 it was provided that the State Board of Education should secure the "introduction of uniform school books." Though this provision, with slight modification, stood on the statute books until 1865, it never secured uniformity throughout the State, nor even a reasonable approximation to it. Consequent upon this failure, all laws on this subject were repealed in 1865, thus throwing the subject back to the Trustees. The Trustees have had charge of the matter for two years, and so far as I can learn the result is not satisfactory. The trial, all must confess, has not been so full and fair as could be desired, and chiefly from this fact, namely: the absence of any law expressly placing the subject under the jurisdiction of Trustees. Consequent upon this, some Trustees doubted their jurisdiction over the subject; others desirous of avoiding an unpleasant labor, let it go by default. Notwithstanding the above, it is safe to take the position that legislation is needed. Just what this legislation should be is not so clear. A statement of the *end* may aid us in the determination of the *means*. This end is *uniformity in text books* throughout a given territory and for a given time.

1. As to territory, the opinions are divided between State and county limits. My own opinion inclines to county limits; that is to say, uniformity should be secured in each county.

2. As to time, the opinion seems to be quite unanimous that the time should not be less than four years; that is to say, the books selected shall be used to the exclusion of all others and for a period of at least four years. At the end of this period the committees on text books shall have the right to revise their lists and if they shall so desire they may displace, in whole or in part, the same, by substituting other books therefor.

3. *Means to the above end.*—Various means have been suggested, each having its peculiar points of excellence, but the follow-

ing will perhaps accomplish the result as satisfactorily and as effectively as any other :

1. A State Committee, or Board, designated by the Legislature, shall, on or before a given day, examine and approve a series of books, which series said Board shall submit for examination to the various counties of the State.

2. A committee in each county, provided for by law, shall examine this series of books thus submitted, and if said county committee shall approve of this series, in whole or in part, they shall adopt, for use in their respective counties, so much thereof as is approved. In case this series is, in part or in whole, rejected, then the committee so rejecting shall examine and approve other books in all the branches prescribed by law. If, however, any county committee shall fail to approve a series of books, on or before the time designated, then consequent upon such failure, the series approved by the State committee shall be adopted and used to the exclusion of all others in the county thus failing

In the opening remark on this subject it was declared a *difficult* problem ; further, it may be declared an *important* problem. Hence, containing the two elements, difficulty and importance, it is sincerely hoped it will receive full and due attention.

WORKING OF AMENDMENTS MADE TO THE SCHOOL LAW IN 1865.

[Extract from the forthcoming Report of the Superintendent of Public Instruction.]

The Legislature at its regular session in 1865, made several important amendments to the school law. It is gratifying at the end of two years' trial of these amendments to be able to pronounce them, in the main, good. This, so far as I have been able to learn, and I have taken pains to learn, is the general sentiment concerning all save one or two of these amendments. In saying

this, I do not mean to say that there are not occasional local complaints, nor do I mean to say that the amendments made were in every case the very best that could have been made.

The following are among the more important of these amendments:

I. ADDITION OF PHYSIOLOGY AND HISTORY OF THE UNITED STATES.

The addition of these two branches met the approval

1. Of all progressive teachers, (and I am happy to believe these form a large per cent. of all the teachers in the State).
2. Of almost every School Examiner ;
3. Of a great majority of School Trustees ;
4. Of the large body of patrons of the schools who believe in progress.

Dividing the subject; Physiology meets the approval, additional,

1. Of all the Physicians ;
 2. Of all the intelligent believers in a rational system of Hygiene.
- History of the United States meets the approval, additional
1. Of most politicians and public officials ;
 2. Of all who believe *love of country* and *a knowledge of the principles of our Government* to be essentials in the education of American youth.

The special session of the Legislature in 1865 modified this amendment of the regular session. Remarks concerning this modification will be found under article headed "Amendments to School Law."

II. OF SCHOOL EXAMINERS.

The provision authorizing the County Commissioners to determine the amount of time the Examiner shall spend in the discharge of his official labors, is working well. It is filling in a high degree what the friends of the measure claimed for it, namely, an

expenditure of time proportionate to the labor to be done. In accordance with this, it is found that where the number of schools is large, and the Examiner competent and earnest, the Commissioners are allowing him to spend all his time in the schools while in session. Such has already been the case in several counties, and will doubtless be the case in many more in the future.

The good results arising from this provision hardly need stating, especially when the Examiner is skillful and enters upon his work with the spirit of the true educator. To say that his labors in such cases have been valuable is stating the case too tamely; to say that they have been a molding and uplifting agency in the system, is not stating the fact too strongly.

Immediately connected with this provision is another which does not work so well; namely, the provision that the Examiner shall be allowed a per diem of only three dollars. So small is this compensation that the office does not always command the best ability. Hence it sometimes goes to a man in a business foreign to that of education, consequently it is usually subordinated to that business hence fails to accomplish the highest results, and in a few such cases it has failed to accomplish even respectable results. Though opposed to frequent changes in the law, it is my opinion that a change in the above particular is desirable.

III. CHANGE IN THE BASIS OF ENUMERATION.

The basis of enumeration of children for educational purposes was changed from five years to six years of age. This change is working well and chiefly from the following reasons, namely, Health and Economy.

It is now quite generally believed that as a rule, children under six years of age cannot be subjected to the confinement and discipline of the school room without endangering their proper physical development, and ultimately their health.

The economy of this provision is apparent in the fact that it reduces by several thousands the number of children entitled to admission to the schools; and in the second fact that this class of pupils usually consumes more of the teacher's time than any other class of equal number.

IV. INCREASED AMOUNTS OF LOANS OF SCHOOL FUNDS.

An amendment was made changing the maximum of loans from the school funds to one party from \$300 to \$1,000. This was a most happy change. At the time it was made, the Fund Reports in the office of Public Instruction, showed that there were in the various county treasuries over four hundred thousand dollars, (\$400,000), not loaned. In less than six months after this provision was made, scarcely a county could meet the demand for loans. True, this amendment may not have been the sole cause of this result; most probably the restored commercial confidence consequent upon the suppression of the rebellion, was an element in this cause.

V. TEACHERS' INSTITUTES.

A provision was made requiring county Examiners to hold or cause to be held a Teacher's Institute in their respective counties as often at least as once a year. As a means to this end, it was further provided that \$35 to \$50, according to number of persons attending the Institute, might be drawn annually from the county treasury for the purpose of defraying expenses. In accordance with this provision it will be seen by reference to the following table that 58 Institutes have been held within the year ending September 15th. It will be further seen that 3,533 teachers received instruction in these Institutes.

To say that these Institutes are producing large and good results is hardly an adequate statement of the facts; they are producing both *larger* and *better* results in proportion to their cost than any other agency in our system. Some of these results are the direct results contemplated, namely, the improvement of teachers. This improvement consists chiefly, first, in better modes of teaching; second, in larger and clearer views of the work to be done; third, often in an increased fondness for, and devotion to that work; fourth, in the awakening of an aspiration for higher attainments and greater usefulness. These as above intimated are some of the direct results; there are also indirect results, some of which are, first, the proposal and adoption of plans for associated or organized effort in behalf of the interests of education; as the organization of

teachers' township or county associations; the establishment of teachers' libraries; the circulation of professional literature and other like results. A second of these indirect results is the awakening of an educational sentiment in the community in which the Institute is held. It is safe to say that in many cases the educational sentiment of a neighborhood has stood twenty-five per cent. higher throughout the entire year, after the holding of an Institute than it did the year previous. This is a most important result, and yet I am of the opinion that it was not reckoned among the reasons in favor of Institutes when this act was passed. In the course of time the Institute can make its awakening influence felt in nearly every town and village in the State. It being a kind of itinerating normal school, it can make its circuit from village to village throughout the county as its managers may direct, awakening an increased educational interest in each.

A third result, somewhat prospective, is in behalf of the State Normal School. While it is designed to make tuition free in the normal school, yet as in the case of other literary institutions it will require argument to convince certain teachers that they ought to avail themselves of its privileges. As above said, the Institute is a kind of itinerating normal school, hence a John the Baptist, preparing the way for the normal school proper. Many teachers who had never thought of attending a normal school will, after going through two or three Institutes, resolve on drinking at the fountain head of professional training, namely, the State Normal School.

In conclusion on this subject I wish to say if there is a man in Indiana who doubts the wisdom of the Legislature in providing for a system of Institutes, or doubts their results as set forth above, he is respectfully requested to attend for one week a well organized Institute composed of earnest teachers, and it is my candid opinion he will "doubt no more."

For detailed facts concerning Institutes for the year ending Sept. 1, 1866, the reader is referred to the following table of

INSTITUTE STATISTICS.

COUNTIES.	WHERE HELD.	No. Teachers		Length in Days.	No. Pub. Lectures	Am. M'n'y dr'wn from Co. Treas'ry	Total Cost of Institute.
		Male.	Female				
Bartholomew.....	Columbus.....	27	10	5	5	\$35	40
Benton.....	Oxford.....	22	28	5	4	50	50
Blackford.....	Hartford City.....	12	10	8	1	.....	.....
*Brown.....	Nashville.....	26	10	5	3	35	35
Cass.....	Cass.....	35	30	...	...	50	50
*Clark.....	Charlestown.....	32	38	5	3	50	63.75
*Clay.....	Centre Point.....	30	14	5	4	50	50
*Clinton.....	Frankfort.....	30	43	25	5	50	60
Crawford.....	Leavenworth.....	6	4	5	2	.....	.....
*Davies.....	Washington.....	30	19	5	4	50	50
*Dearborn.....	Lawrenceburg.....	14	23	5	4	35	80
*Decatur.....	Greensburg.....	41	33	5	2	50	50
Dubois.....	Jasper.....	14	10	5	2	.....	.....
Fountain.....	Covington.....	10	12	6	.....	40	40
Fulton.....	Rochester.....	38	12	6	4	50	50
Hamilton.....	Noblesville.....	16	26	5	1	35	35
Hendricks.....	Danville.....	26	22	5	1	50	50
Howard.....	Kokomo.....	36	20	5	2	50	50
*Huntington.....	Huntington.....	42	43	5	5	50	50
Jackson.....	Brownstown.....	16	18	5	1	35	35
Jay.....	Liber.....	30	36	5	.....	50	65
Jefferson.....	.....	10	60	18	6	50	350
*Jennings.....	.....	.....	.....	5	.....	50	54
Knox.....	Vincennes.....	30	60	5	4	50	90
Lagrange.....	Lagrange.....	35	54	5	4	50	50
Lake.....	Crown Point.....	20	50	5	3	50	50
Laporte.....	Laporte.....	20	50	5	3	50	75
Lawrence.....	Bedford ..	18	20	5	3	35	40
*Madison.....	Anderson.....	25	23	5	5	50	50
Miami.....	Peru.....	85	115	5	8	50	70
Monroe.....	Bloomington.....	65	100	15	7	50	50
Montgomery.....	Crawfordsville ..	33	19	5	5	35	40
Noble.....	Kendallville.....	24	47	5	3	50	100
Ohio.....	Rising Sun.....	14	44	5	3	50	85.75
*Orange.....	Paoli.....	38	23	5	5	50	50
Owen.....	Spencer.....	49	20	5	2	50	50
Perry.....	Cannelton.....	29	22	5	1	35	60
Pike.....	Petersburg.....	35	23	5	5	50	96
Porter.....	Valparaiso.....	30	40	4	3	50	50
Putnam.....	Greencastle.....	23	30	5	1	35	35
Rush.....	Rushville.....	30	39	5	3	50	85
Shelby.....	Shelbyville.....	37	25	17	4	85	85
Spencer.....	Rockport.....	13	13	5	1	35	35

INSTITUTE STATISTICS—CONTINUED.

COUNTIES.	WHERE HELD.	No. Teachers Attending.		Length in Days.	No. Pub. Lect'rs.	Am. dr'wn M'n'y from Co Treas'y.	Total cost of Institutes.
		Male.	Female.				
Starke.....	Knox	21	10	6	3	35	35
St. Joseph	South Bend.....	16	74	.....	4	35	35
*Steuben .....	.....	35	45	5	4	50	50
Switzerland	Vevay	18	41	5	2	50	62
*Tipton	Tipton	38	22	6	4	50	100
Union	Liberty	25	23	5	.....	35	35
Vanderburg	Evansville	8	43	10	.....	50	50
Vermillion	Perrysville.....	6	22	5	3	30	30
*Vigo	Terr- Haute.....	34	39	5	3	50	150
Wabash	Wabash	49	45	5	5	50	57
Warrick	Boonville	23	20	5	3	50	50
Washington	Salem	20	30	5	5	50	50
Wayne	Centreville.....	32	50	5	4	50	75
White	Monticello	40	42	.....	4	35	35
Whitley	Columbia City	34	36	6	2	50	50
Totals.....	.....	1622	1911	.....	181	2695	3468.50

[Thirty-four counties have not reported. The presumption is that in the majority of those not reporting, Institutes have not been held.]

* In all counties marked *, there were branches taught other than those prescribed by law.

Sec. 159. In order to the encouragement of "Teachers' Institutes," the several County Auditors of the several counties of this State shall, whenever the County School Examiner of their county shall file with said Auditor, his official statement showing that there has been held, for five days a Teachers' Institute, in said county, with an average attendance of twenty-five teachers, or of persons preparing to become such, draw his warrant in favor of said School Examiner, on the County Treasurer, for thirty-five dollars, and in case there should be an average attendance of forty teachers, or persons preparing to become such, then the said County Auditor shall draw his warrant on the Treasurer for fifty dollars, for the purpose of defraying the expenses of said Institute: *Provided however*, That but one of said payments be made in the same year."
—*School Law.*

THE PLACE OF THE CLASSICS IN MODERN EDUCATION.

The chief argument relied upon by the supporters of the classical theory of education is, that it is the best—many go so far as to say the only—perfect mental discipline ever yet devised for the youthful mind. I would meet this argument by denying that there is any such thing as a purely disciplinary course of mental training, and that it is not the object of a true theory of education to attempt to discover such a training. Any educational theory which sets itself merely the question of discovering what is the best method of sharpening the intellect will fail, because the aims of education can never be separated; and as education properly considered is the development of the whole man and the whole woman, and as the little segment included in the years of pupillage and youth can never, without great and manifest wrong done to the character, be separated from that after education which it is the divine object of life to give, so unless early training is looked upon as merely the first stage in the life education we shall never establish it on a right foundation.

Now it is obvious that no single, narrow, mental training can satisfy the demands of an education theory of this kind. To assert that there is any uniform system for all minds would be to imply not only that the Creator has constituted all minds alike, but that he has marked out for each precisely the same career in after life. If the human mind is composed of many faculties, each requiring its appropriate nourishment; if in no two minds are those faculties united in precisely the same proportionate degree of strength; if this variety of mental constitution is the divinely appointed provision for the filling of those many parts on life's stage which are afterwards to be played—how preposterous is a theory which advocates the reducing of all higher education to one narrow, uniform system! how arrogant is the claim on the part of that system to be the only one that deserves the name of "liberal!"

There is no one uniform and infallible instrument for developing the human mind; no such thing as a system of *merely* disciplinary

training, which has for its chief object the effect produced in forming the mind, and not the information imparted to it. *All* studies are disciplinary when pursued rightly; some of one set of faculties and others of another set. The best mental discipline is a mixed course of study in which each ingredient shall be precisely adapted to the age and mental peculiarities of the pupil, and all shall tend directly to his preparation for the life he is to lead in the world. Education will miss its aim when it is not ordered and arranged with reference to the life of the individual educated, and to the life of the nation of which he forms a part,

The consequence is that education-systems must vary with times and with places. What is good in one period of history, at one stage of intellectual progress, and for one nation, is wholly unsuited to another period and a different set of circumstances. Because at the period of the Revival of Letters the discovery of the great models of Greek and Roman literature played such a part in the intellectual development of the nations of Europe, it does not by any means follow that the continuance of their exclusive study will do as much for us. The reverse is more likely to be true; that their influence is well-nigh spent and that a new educating force is likely to be needed in these new times. Because in the education-system of the mother country a classical education has been the mental training of an aristocracy, once powerful and able, but now seemingly almost effete, it surely does not follow that such an education is the best for a republican system whose genius is directly opposed to the building up of any aristocratic class whatever. Or, to come nearer home, because in the infancy of our New England States, and at a period and among sects by whom all religion was supposed absolutely to depend upon the right interpretation of the divinely inspired letter of Scripture, when colleges were founded almost exclusively for the education of the clergy, an almost exclusively verbal training was adopted, it does not follow that this narrow training in words alone should be adhered to after our colleges have expanded into being the schools for the preparation of young men for such an infinite variety of callings and occupations, and after wider and truer views of religion have begun to prevail.

I discount, therefore, each of these arguments—that classical learning had a powerful influence in training the European mind at

the time of the Revival of Learning—that a classical education has been the training of a once powerful English aristocracy—that a classical education was adopted as a basis for our New England colleges under circumstances very different from those in which we are at present placed. The presumption from all these arguments from tradition is against, not in favor of, the continuance of the system.

To discover the true value of classical learning, the subject must be looked at from a different point of view. Two questions must be asked; first, what is the absolute value, apart from times and circumstances, of the training given by the dead languages and literatures of Greece and Rome? and second, what place does that absolute value give it in a system suited to the wants of this nation and of these times?

No one, I presume is disposed to dispute the fact that a training in ancient philology has a value—no one will deny the beauty and importance of the great works of Greek and Roman literature as models of composition and standards of taste. Still less will any one who is at all practically acquainted with teaching be disposed to underrate the value and importance of the study of *Language* as a prime element in the formation of all education-systems whatever. And, furthermore, there is no one but will acknowledge that the cultivation of the taste by means of poetry, oratory, and all that usually goes under the name of “*belles-lettres*,” should never be omitted or neglected in providing for a liberal education.

On all these points we are at one with the advocates of classical education; our controversy arises as to the means of providing for objects which we both have equally at heart. The advocate of the classical system tells us to give that training in Language which we all concede to be essential, by means of a minute teaching of the Greek and Latin grammars begun at an early age and continued till the age of sixteen, as the main object of school study. The boys in our Latin schools, beginning at the age of ten, commit large Greek and Latin grammars, rules, exceptions and all to memory, while in the same schools the study of physical science is practically ignored. Young men go from school to college minutely prepared, as far as regards the requisites for admission, but having

studied for several previous years absolutely nothing but Greek Latin, elementary mathematics, and a very small amount of geography and ancient history. We too say, let Language by all means be studied as a main element in early education; but we affirm that for all but the fewest and most exceptional minds this mode of study during the years of boyhood is of all modes the most useless and perverse. For first, it makes the study of words predominate just at the age when nature makes the objective study of things the most interesting and wholesome mental exercise; and next, it makes the grammars of two dead languages the chief subject of the mind's operations at an age when that mind has not yet begun to employ its own vernacular with power and effect—what wonder that in consequence so few *ever* do so!

By all means let the study of language form an essential part in all training, but let the living mother-tongue precede the dead. Let the concrete study, the practical use, come before the dry analysis, and let that about which language employs itself come before, and always accompany the language which describes it. The masters of ancient literature studied no Grammar—the masters of modern literature owe little to Greek—two facts sufficient, one would think, to condemn the claims of the classical system to be called the chief or only right method of education.

But though we would refuse to the study of Grammar, and still more to the study of the grammar of ancient and dead tongues, the monopoly it has heretofore arrogated in youthful training, we are not going to deny the importance of the study of Philology as a main element in a truly liberal culture. We would only place it where it belongs, as a study for the mature mind, and as coming in, as a preponderating element, *late*, not early in a true order of studies; and, furthermore, we would advocate the study of a *true* and wide and liberal Philology in place of devotion to the pedantic minutiae of the mere verbal scholar. By all means let verbal scholarship exist but only for those few minds born with an aptitude for it—let not such specialities arrogate to themselves the name of education. True Philology, the enlarged and liberal study of the wonderful instrument of human thought and human emotion, can never be separated from that lofty field of mental exertion which embraces all the mind's investigations of its own nature and operations. To

divorce it from that, or to make it the subject for the immature and half-formed intellects of children, is to spoil the study and ruin the mind of the student.

The practical result of the principles here laid down would be, not to banish the study of the ancient classics from our schools and colleges, but to relegate it to the class of specialties which are good in their own time and place, and for the minds constituted to draw nourishment from them, and to deprive it of all claim to be considered hereafter as the sole or principal instrument of a liberal education. I say the study of the *ancient classics*, not meaning thereby the study of *language*, must always continue to be one of the most essential of all elements in a liberal culture, and an indispensable instrument for the development of the youthful mind. But it is a pure assumption on the part of the defenders of classical learning that because in mediæval times, before the birth of modern literature, the classics were the only instruments of linguistic culture, the case remains the same at the present day; and there is no more powerful agency at work at the present moment for the perversion of our whole education-system, than the necessity imposed by the single rigid entrance-examination at our colleges, for all minds, whatever be their natural bent, to devote so many years of youth to the painful mastering of the technicalities of Greek and Latin grammar, and the reading of so many of the Greek and Latin writers. The very training in language is spoiled instead of promoted for large classes of minds, inasmuch as this study is only submitted to as the necessary price of admission, and abandoned for more congenial studies as soon as the object is attained; not, however, without meantime an irreparable injury being done by the enforced wasting of years of youth on studies which will never be made to bring fruit to maturity. How many men we see whose so-called "liberal education" was made to consist of a worthless smattering of the classics, when, rightly conducted, that liberal education might have been formed out of a really valuable training in science and the mother-tongue and other modern languages!

From these considerations we would draw the following conclusions:

1st. The study of the Greek and Roman classics can no longer lay an exclusive claim to be called *par excellence* a "Liberal Educa-

tion." Granting—what no one is disposed to deny—that a course of study, in which they form the chief ingredient, can be made to be a liberal education, we maintain that it is no longer the sole, no longer even the best liberal education possible in these times and this nation; but, that a training in physical science and in modern languages, including the mother-tongue, begun at the period of childhood, and continued through the same number of years as the ordinary classical collegiate course, may be made to produce the same liberalizing effect upon the mind, may have an equal disciplinary value, and will result in a far more valuable education.

2d. The purpose of school and college education is not solely gymnastic and "disciplinary;" and there is *no* course of study whose only value consists in the fact that it "disciplines" the mind, but does not necessarily convey useful knowledge. The mind is not a tool, which is merely to be ground and sharpened, during boyhood and youth, in preparation for use during manhood. *All* studies are disciplinary, when rightly pursued, and no study is worth pursuing that is not valuable in itself, as well as for discipline. The "grindstone theory" of early education is therefore false.

3d. There is no one system of youthful training which is equally applicable to all youthful minds, and therefore no one system that can arrogate to itself the exclusive title of "liberal." The Creator has constituted minds to vary in gifts and capacities from their very birth; and it is the duty of educators to take note of these capacities from the very commencement of school training. A reform in college education, therefore, such as has been recently proposed, that would leave young men entirely free to choose their studies, *after* matriculating in the classics, at the end of the first college year, would prove, in practice, a futile and half way measure, because it would be found that more than half the minds subjected to such a course would, as now, be perverted and injured by the compulsory and unwilling study of the classics during the best years of boyhood, and that the freedom of choice came *too late*. That institution only deserves to be called a University which has as many doors of entrance as there are leading talents and capacities in the human mind; and that only is a safe and sound system

of education that provides for and consults these capacities *from the beginning*.

4th. So far from its being desirable to draw a broad dividing line between education, i. e., the education of school and college, and life, it should be the aim of all true educators to bring them into the closest possible union, and to provide first, that all school teaching should have a direct bearing on the formation of the future man and the future citizen; and secondly, always to inculcate the principle that school and college education are the first steps of a life-long education, which, to be good, should be all consistent and all of one piece. To this end the studies of school and college should be regulated first by the aptitude and talents, and, in consequence, secondly by the future calling and life-occupation of the student:—not that his education may be narrowed and degraded by his calling, but that his calling may be elevated and ennobled by a suitable education. As we are not put into the world to live unto ourselves, but to do the work that is appointed us, early education should be the apprenticeship to life.

5th. As studies may be roughly divided into “objective,” or those concerned with the outward universe, and “subjective,” or those concerned with the functions and operations of the human mind, and as neither great division can lay any exclusive claim to the title “liberal,” it follows that an education composed in greater part of the study of the various branches of physical science, and having for its chief object the discovery of the great laws which govern the outward universe, and only in its smaller part consisting of the study of language and literature, and of the functions and operations of the mind, can lay as just a claim to the title “liberal” as a course of study in which the proportion of the ingredients is reversed. And that can in no sense be called a “liberal” system which forces upon minds of one order a course of study which is only suited to minds of the other.

6th. Although at the time of the revival of learning the exclusive study of Greek and Roman Literature furnished the best and only instruments of linguistic training, the case remains no longer the same since the rise of modern languages and the birth of modern literatures. Just as through the rise of modern science a

liberal education of a wholly different *kind* has become possible, so through the cultivation of modern languages the liberal education of the old kind should take a wholly different character, and linguistic training, even for its own followers, should become a wholly different thing. On the one hand the ancient classics must now be studied, not by the narrow methods of their first discoverers, and in ways which were appropriate when the chief object was to restore to light their fast decaying fragments, but as one only of the elements in that philosophical study of language in general which is characteristic of modern times. And, further that training of the taste by the study of art and poetry which was once possible only through the literatures of Greece and Rome, must now enlarge its bounds to include the art and the noble literatures of modern times. So that even in the sphere to which they belong the Greek and Roman classics can no longer claim their ancient monopoly.

7th. As all education which claims the title "liberal" should aim, while it develops the strongest faculties most completely, at giving some development to all, so that liberal education, whose chief ingredient is the study of science, should not neglect the study of language, nor should the student of language overlook altogether the claims of science. And it should not be forgotten that in the pursuit of these various ends, there is established by the nature of the mind itself, a true *order* of studies which it behooves every educator to observe, and that order consists first, in the development of the observing faculties and the practical mastering of the mother tongue; and only secondly, and at a considerable interval, and as the result of greater maturity of mind, the cultivation of the powers of reflection and abstraction. It follows as a practical consequence that the system which condemns boys to the study of the Greek and Latin grammars, as the chief mental occupations of school life, is in the highest degree preposterous and absurd, whatever may be their future destination.

8th. It follows from the changed relation of the classics to modern literature and modern life, that while some study of the Latin language is obligatory upon all liberal scholars, from the fact that it forms such an important element in the mother tongue,

and the further fact of its value as a vehicle for imparting a knowledge of general grammar, the study of Greek stands on a wholly different foundation. While no one can deny the beauty and copiousness of the language, or the imperishable treasures it contains, these form no claim to its any longer being considered a *necessary and essential* element in all liberal education. It must be transferred to the class of specialities with the Sanskrit and the languages and literatures of modern times, to be studied, not compulsorily by all, but voluntarily by those whose tastes lead them into, and whose natural gifts enable them to profit by such study. The study of Greek therefore should not, any more than the study of Persian, be made a necessary condition for admission to college.

9th. As objective and not subjective, studies should form the chief ingredient in the early training of all children; and as, when thus trained, a large class of minds develop at an early age a special aptitude for scientific and often none for linguistic studies, it should be the aim of all higher institutions of education to provide for this difference by permitting a choice of studies for *entrance examination*. In nothing do our older institutions of learning show themselves so wholly behind the times as in the compulsory enforcement upon all candidates for admission of the study of Greek, and the utter ignoring, in their entrance examination, of the very existence of physical science. The consequences are easy to be seen. Boys with minds apt for the study of science are crammed, against their wills, with hated grammars, to which they only submit through the terrors of examination—while the most precious of all the periods of life for laying the foundations of scientific knowledge—the period of school life—is wholly lost.—*Massachusetts Teacher*.

LUTHER ON THE HALF TIME SYSTEM.—“I ask no more than this, namely, that boys shall attend upon such schools as I have in view an hour or two a day, and none the less spending their time at home, or in learning some trade, or in doing what you will. Thus both these matters will be cared for together.

THEORY AND PRACTICE OF TEACHING.

[A Paper read before the Jennings County Institute by A. W. Weston.]

It will not be supposed that in the brief limits allotted me much will be said upon so comprehensive a subject; nor will much that is new be expected, since every eminent educator in the land has discoursed upon the same theme. But teachers it is an invaluable art of which we should be masters, to give to the old the charm of the new. If we can do this school will not be a drudgery to ourselves or to our pupils, and this old subject will come to us to-day full of the freshness and interest it had when rejoicing in the usefulness of our calling we first began to teach.

Theory and Practice! How often they differ, and how possible it is to be learned in the former and ignorant in the latter! Many an agricultural chemist has lectured to a body of bewildered farmers, and shown them that their practice was all wrong—aye, proved it too, but put Mr. Chemist in the farmer's place and he will neither raise as good crops nor make as comfortable and easy a living.

So, however you may have analyzed the human mind, that soil upon which the seeds of truth are to be sown, and however diligently you may have studied human nature, however versed you may be in the theory of teaching, you will find in the *school room difficulties you never anticipated*; you will find applications of your general rules so varied, so doubtful, that you are fain to feel your way in the dark, to experiment and learn by experience what your plausible theory never taught you. Though you have read all that was ever written on this subject, you must enter your profession as a learner, make your way to usefulness, success and eminence by degrees.

A few general hints without regard to arrangement or completeness is all that I can offer upon this subject.

1. You must manifest the dignity of your calling. Compare it with others and where does it stand? Second to none. We have been told in this Institute that our profession is second to the ministerial; I deny it and call for the proof. More than that, if the comparison must be made I affirm that it is first, and furnish the proof. The Bible and Nature are the great revelations of God to man. Who is the more fortunate, he that can read those books for himself

or he that must depend upon another? Which is the greater privilege, to be able to study and comprehend for yourself or be left to the guidance of an erring, it may be of a designing and deceiving expounder? Who is the greater benefactor, he that describes to you a beautiful scene or he that opens your own eyes to see it?

To try another test; you desire to christianize heathen and barbarous Africa. Will you send thither preachers or teachers? If but one, manifestly, first, the latter. The Bible will follow unrestricted education everywhere; and by a people thus prepared it will be read, understood and obeyed. In the natural order the teacher comes first in the order of importance; therefore he cannot be assigned a secondary position. We cannot but think that such men as White and Edwards, Hill and Nott, the equals of Beecher and Seward; and if Daniel Webster, the great American statesman, were to rise from the grave to-day he would not dare to deny the right of the statue of Horace Mann, the great American educator, to stand side by side with his at the capitol at Boston.

We may fail to manifest the dignity of our calling and if so we are unworthy teachers. The lawyer does this when he becomes the pettifogger; the minister when he preaches for popularity; the public official when he becomes a trimmer for re-election, and the statesman when he degenerates into the politician; and so does the teacher when he has any other spirit than one of abiding interest in his scholars, and when his greatest love for his work is not founded in the fact of his great usefulness. O, cultivate in your heart a high estimate of the dignity and worth of your profession, a profound appreciation of its honor and usefulness; hold your head up among even the nabobs of earth, and when you think thus of the good work on which you are engaged, you have acquired more than all theories, a practical lesson which will make success sure.

2. Be in earnest. You lead the van of reform, of civilization, of human progress; and with such a station assigned you how can you be a laggard or lack enthusiasm? I know a Principal of one of our graded schools upon whose table may be found, during school hours, Dickens' last novel, and who while gratifying his own cultivated literary taste, doubtless imagines algebra and grammar to be equally pleasing to his pupils. I like not this spirit; give me the

teacher who thinks of his school continually, who talks about it and dreams about it, who grows enthusiastic upon the subject, who is contriving and devising ways and means, whom you would know to be a teacher if he said but "good morning to you on the street," whose life in short is bound up in his work. Deliver me from the selfish teacher or the indifferent one; he who strives with the least possible inconvenience to make the most money, to whom his profession is a make-shift, a stepping-stone to something else. While you feel and manifest the dignity of your calling be earnest and indefatigable in your work.

3. You must be self-reliant. That is to say you must have confidence and courage. Faith in the ultimate success of any plan you may adopt and the courage under any *dis*-couragements and against all opposition to carry it out. This sublime self-reliance has saved many a teacher that would otherwise have failed. It is equally removed from each of two extremes, the first of which is timidity which patterns after, and unthinkingly adopts the advice or plans of any teacher, or hesitatingly executes its own purposes, ever asking what will the parents think of it, or will my pupils submit; the second is that egotism which is too wise to learn, too proud to recognize the ability of others, too self-assured to see the advantage of teachers' Institutes, and too vain to accept advice, no matter how competent the source. You need not be told that both these extremes are equally foolish and ruinous. The proper man is to be observed and that patient continuance in well doing, with hope as an anchor sure and steadfast

First, there is a careful consideration of circumstances and plans, illuminated by all the light which the experience of others may furnish; all the devices which others recommend or yourselves can contrive, are weighed in connection with the peculiarities of the occasion, the judgment of the teacher decides as to the best course. After this there must be no wavering, no halting between two opinions. Then comes self-reliance; then comes that faith in the wisdom of your plans, which alone can insure success. Let your motto be caution in adopting, courage in executing; let that motto be indelibly inscribed upon your memory; make it a guiding principle. I can do no better than repeat it for the benefit of us all "caution in adopting courage in executing."

Take that sublime instance of faith which laid the Atlantic Telegraph, or that which saved our country when tottering on the verge of ruin. History neither can nor will furnish worthier examples, nor the scroll of fame record brighter names than those of Cyrus W. Field and Abraham Lincoln. Remember that the darkest hour precedes the day, and he that has the fortitude to pass through that hour shall witness the glorious dawn. Faith, a mere state of the mind, has been made by God in his providence the greatest power in the universe. By this philanthropy attains its end, enterprise its success, christianity its Heaven. Without it vacillation, weakness, incompetence, failure, attend even the highest natural talents.

Before passing to another view of our subject let me repeat the caution against extreme self-confidence. Said a teacher of New York City to me a few months ago, referring to an Institute in one of the rural towns which he had attended, holding in mental reservation the self-complacent query: "Can any good thing come out of Nazareth?" Said he, "I found the teachers were live men, men who had thought deeply and had tried the plans they advocated; men too who had the courage and the ability to stand up and face all opposition; and if ever you saw a bag of gas struck with a large sized pen knife, you have an idea of myself when I left that Institute."

It a teacher of thirty years' experience in a leading school in the leading city of the United States could say this, what shall we think of the teachers in this county that are either too wise or too indifferent to attend our Institute. Would he not be a public benefactor who should influence them to come here that there might be in their case also a little wholesome gas letting?

4. You must set a good example. This you must do both for instruction and government. The phrase "for example," is a very common one in the mouth of an instructor; would that it were written on his countenance, that it spoke from his eyes and appeared in his actions. He should be a walking epitome of all he inculcates in education, conduct or morals. Of a minister of no ordinary ability it was said, "his life preaches a better sermon than he can utter." How fitting that such a man should stand in the pulpit. Does he speak of temperance, he is temperate; of truth, he is

truthful; of honesty, he is honest; of mercy, he is merciful. Men hear his admonitions and they are not idle words, for at the same time they see as it were on a banner before them the words not uttered by the speaker, but written upon him in living characters, "for example."

It is the greatest deficiency of our scientific instructors that they do not sufficiently illustrate; they should use the black-board more: they should use the school-room and its objects; the trees; the flowers; the hills; the chickens; the ducks; the geese; the animals; the birds; nature above, around, beneath; the sky; the air; the earth; all should present to the eye the lessons the mouth speaks to the mind. We should study in school and out, with unwearied diligence, the means at our disposal, that we may make the best use of them—to write as it were with the engraver's pen, truth upon the mind.

Example so useful in imparting knowledge, is equally potent in government. The teacher like the christian may adorn his doctrine and let his light shine. How powerfully can a teacher uniformly kind, gentle, and faithful, exhort his pupils to be pleasant, forbearing and just to each other. Good men's "virtues plead like angels, trumpet-tongued." To impress the importance of truth we must not deceive; of kindness, we must not be overbearing; and as we manifest in ourselves the graces and beauties of a pure, true, and generous life, so shall we be able to restrain rudeness and cultivate kindness and gentleness in our pupils.

Thus far we have endeavored to show what spirit the teacher should cultivate in himself and manifest towards his pupils; that he should assume in society the dignity to which his calling entitles him; that he should be earnest, that he should be a pattern to those to whom he would influence; and while he would learn from others, profit by their advice and experience, his own judgment should be the ultimate arbiter to decide upon the merits of all plans, and when once adopted his self-confidence and faith should carry him through.

Let us, in the next place, dropping these general but most valuable considerations, descend to particulars in reply to the question "What should the teacher require of his pupils?"

1. Obedience—*strict* obedience—an obedience of the spirit and not the letter merely of the command. For instance you say "Charles

cease whittling that bench." If afterwards he be found scratching it with a pen or a piece of glass, he has violated the spirit of your order, and hold him responsible; don't allow him to escape on the plea that he did not use a knife. Hold the pupil in all cases to an obedience of the plain meaning and intent of your words, even though your language might be construed to mean less. Give it its full, broad interpretation and require compliance. *Prompt* obedience. The command should be obeyed when given or at the precise time indicated. *Cheerful* obedience. There should be no display of ill-will or haughtiness, nor should the scholar's actions express what he would not venture to say: "I'll do it because I must and not because I like to." If he fail in either of the particulars of a *strict*, *prompt* or *cheerful* obedience, consider him disobedient and correct and reform him.

2. Good conduct. Rules on this subject are unnecessary; they are understood in all good society; it is supererogation to lay them down in the school-room. The pupil that comes smoking into the room, swears on the play-ground, or quarrels and fights, is just as guilty if you have not laid down a rule on the subject as he would be if you have. Hence I would make no such rules, for they imply that what is not specified is not required. The plea "I did not know it was against the rule," in justification of any improper conduct, is never admissible. The rules of propriety are always in force and should be always known. For a teacher to re-enact them diminishes their force and annuls those not specially mentioned.

3. Dilligence. Give your pupils full employment in school, otherwise you will realize to your own trouble, to say the least, that "Satan always find some work for idle hands to do." How to keep pupils busy is in fact the greatest art which, if understood, will make government easy and progress rapid.

4. Lessons learned thoroughly and without assistance. Almost invariably the scholar should learn the lesson by himself. And he should so learn it that he understands its principles completely, and that he can recite it without hesitation and with confidence. He should know and be able to tell how, why, when, where—not in response to adroit "leading" questions, but without any questions whatever.

5. Perfect recitations. In mathematical studies, for instance, these would consist of three parts: first, a statement of princi-

ples or rules; second, a solution of the problem; and third, a simple and thorough explanation, not only of how it was done, but why so done, in respect to which the rules should not be received as evidence but reasons inherent in the nature of the case. In the first development of a subject these parts should come in an inverse order; the precise words of a book should never be given when it can be avoided. I know many teachers of good repute think to the contrary, but I consider it the bane of all teaching; it is the means of sending our young people into the world superficial and incompetent to perform the duties to which they aspire, and which they should have the ability to execute; it is the means by which pupils pass current as good scholars without understanding their lessons; by which they study innumerable sciences and still remain ignoramuses; by which they take regular courses in college only to graduate blockheads. The manifest exceptions to this rule are recitations of passages in literature or scripture, the quotations of which, word for word, will be of advantage to the learner in his subsequent life. To this also may be added such studies as mental arithmetic, in which a statement of the question as required is given by the teacher, after which a complete analysis of the whole is to follow. But in general the more you require statements of principles and rules in the words of the pupil and not of the book, the more you will develop his mind and his manhood.

6. Public exercises. These are especially necessary to overcome diffidence, to cultivate self-reliance, to develop youth into the highest type of manhood and womanhood, able to perform their parts in the great drama of human life. When I see a man walk up to a cannon's mouth in the fiery heat of battle and know that he dare not rise before a peaceable assembly of twenty persons to speak his mind, I think the fault lies in his education. The more you can get the pupil up before the school, the more you require him to recite without assistance of questions or maps, or boards, or exact words of book committed to memory, the more you can throw him upon his own resources as developed by previous study, the longer and more complete explanations you can require, the oftener he appears in declamations, reading of essays, or examinations in public, the more will he be, in the true sense of the term educated. This is necessary to accomplish the highest ends of human exist-

ence. Without such early training, divine gifts and the greatest learning often fail, being only a source of pleasure to the possessor, when they should be, also, a light to the world. Perhaps the greatest instance of failure in life possible, is that which is occasionally seen, a man of giant mind unable to command his powers. We have seen really great men, who, from lack of language or natural timidity, were but pigmies in social or moral influence. On the other hand very ordinary intellects often accomplish very much because rightly employed. This training in schools is, above all things, best calculated to render the human powers available. Neglect in this particular is therefore utterly inexcusable.

Our third general division will be in answer to the question, how shall we require what have been laid down as necessary, or in other words, how shall we overcome difficulties which meet us in our efforts to govern and instruct a school according to the plan already given?

1. You must be yourself judge, juror and advocate; you may admit witnesses, but in this court which you hold, and whose favors you confer and penalties execute, you must be careful what concessions of power you make to others. Grant to parents these high privileges and there will be a different text-book for every scholar.

Why? Because "Pa isn't able to buy Lucy a new book; he thinks the one she has will do just as well." Do you think a little punishment wholesome at times; you are overruled. Why? Because most parents think their children, of all others, don't need punishment; and because one declares his child shall not be punished with a rod; another with a ferule; others on the head, hands, body, limbs, foot; one can't have his child humiliated; another thinks his should not be deprived of a privilege; and a third won't have his detained after school hours. So on *ad libitum*. In short did ever punishment at school suit parents at home? They who themselves never punish but in anger, very naturally, in their cool moments, wonder how a teacher, who is a christian gentleman, can be so hard hearted as to punish their dear innocent children.

Nor will your court be any the more the abode of law and order, if you admit the children to practice in it as attorneys in their own behalf. What quashing of indictments, what writs of *habeas corpus* and *nolle prosequi*, what *alibis*, injunctions, stays of execution, ap-

peals, &c. ! enough to bewilder any ordinary Judge of Circuit or Common Pleas Court ! The sum of sound discretion on this subject is, to give the wishes of parents respectful attention, but no undue authority, and not to allow children who are guilty, to extenuate their offenses. Be yourself the unprejudiced, impartial and fearless judge.

2. Rule by privilege and persuasion rather than by penalty and force. The experience of all the world, in the family, school and State, proves the value of this idea. The old days of oaken ferule and hickory rod have happily passed away. Never do I expect them to return again, unless it be in that time prophesied by Macaulay, "when civilization shall have taken up its abode in distant continents." For surely in an enlightened age and country these relics of barbarism cannot long remain. It is needless to dwell on a topic so well understood. If there be any teachers before me to-day, who cling to these relics of the past as the insignia of their authority, or the means of maintaining their supremacy in the school-room ; I would say to them, either learn to give up your instruments of torture or quit teaching ; you are behind the age ; you have no right to clog the wheels of progress ; you have no right to reject the counsels and experience of all the leading teachers in the nation, who with unanimous voice proclaim, and with unvarying success practice, the principle laid down. You have no right to disregard the voice of reason, which tells you that from the nature of the human mind man will be better governed by reason than by force, and that the boy who is taught to obey because it is right and honorable, will make a better citizen than he who is all his lifetime under the bondage of fear.

This my friends is the theory on this point. Now for the practice ; for you remember the remarks made at the outset, that the application of all general rules will be found sometimes so varied and doubtful, that experience alone must decide. Any seeming inconsistency, therefore, you may detect, such as an apparent advocacy of both sides of the corporeal punishment question, you must reconcile by remembering that this subject was assigned to me and not chosen by me, and that no man who theorizes well can practice what he preaches ; for while theory is made up of perfect principles, practice deals in stubborn facts which may not always bend to

your wishes, albeit it is your duty to make them do so as far as possible. For instance, the natural philosopher computes the laws of motion with perfect accuracy, but when the atmosphere with varying density and changing winds interferes he fails. So with the teacher; while home influence and public opinion are with him all is easy, but when they are wrong, there will, do what you can, sometimes occur exceptional cases which demands harsh and decisive measures. In the case of the older pupils I would then recommend expulsion; in others the birch.

Say what you will, there must be a *dernier resort*, and scholars will not unfrequently be found who are determined to see what that is; I would let them see and feel it too. It is vain to deny the right and utility of punishment altogether; there still remains in force to this day, against the murderer, the Divine command, "Whosoever sheddeth man's blood, by man shall his blood be shed;" and the wisdom of Solomon is still the wisdom of Heaven: "He that spareth the rod hateth his son." Not that every slayer of man should receive the extreme penalty of the law, nor that the virtues of the rod are so great that they should be given the child in regular doses three times a day, before or after meals. I cannot but remember that at our last Institute, a resolution against corporeal punishment altogether, lacked but one or two votes of adoption, and that the gentleman who most earnestly favored it, afterwards informed me that he had himself been obliged to resort to the remedy he had condemned. "Surely they will say to me this proverb: Physician heal thyself." You have made a recommendation, set the example.

While, then, I thus read the commands of God, the wisdom of Solomon, and the necessities of the case, I cannot say that I would never resort to corporeal chastisement, I would say, make it very, very rare; do not keep the instrument thereof in your school-room; compel not the scholars to witness it; get up no scenes; dismiss all but the offender; in private give him very serious admonition, and if, after all, it is unavoidable, very thorough discipline.

3. As the moral sensibilities, the personal respect and the orderly deportment of your pupils are cultivated, they will be found to advance in scholarship. Create manly feelings within their breasts; give them to understand from your own conduct towards

them that you appreciate and recognize all their worthy actions ; keep the neighborhood informed of their standing, and, if possible, create a public sentiment to encourage good scholars and disapprove bad ones. If you can by reports to parents, by public examinations and by personal visits, secure the influence of a strong and active public sentiment, in your favor, you will do much to subdue disorder and promote study.

Does any one ask why, in all these remarks, we have not been more definite ; why we have not said when, where, how, and what, in reference to modes of recitation, rules, rewards and punishments, and the numerous other questions of deep interest to the teacher ? The answer is, teachers, scholars, parents, neighborhoods differ so greatly, that each one must be rule for himself. Especially is this true with the teachers whom I address ; most of whom leave the farm or other occupations to teach school for a few months in the year, and many of whom, as their school closes leave the occupation forever. There can be no rules where there is no regularity. The general principles above sketched will be useful to all ; they are as true as truth itself, as important as can be. Could you form an ideal teacher, combining all these rare qualities, steadfast in observing all these immutable principles, and could you set this example before you as the polar star toward which to direct your own course, and could you keep that star unclouded, while troubles, anxieties, perplexities, labors, doubts, weakness, failures, prejudices, misapprehension, distrust, opposition, and open enmity, surround you ; could you keep your steps steadily and faithfully directed towards that unchanging beacon light in the heavens, you were fortunate indeed. But, alas ! when we talk of theory and practice, we remember that while many of us may theorize with accuracy, none of us do or can practice as well as we proclaim.

In closing this address, allow me, fellow teachers, to give expression to a sentiment in which I hope all will concur : that there can be no complete theory, there can be no practice of the highest type, unless it spring from earnest moral convictions, or better said, a real christian heart. The Savior said, "except ye become as little children, ye cannot enter the Kingdom of Heaven ;" thus signifying to us all that the child is the most perfect human representative of heavenly purity. Shall we be the means of sullyng that purity,

or shall we keep it bright? Soon enough shall the dark stains of sin blot the pure white of childhood's uncorrupted nature. Let not the teacher, with unwashed hands, pollute what he should keep clean; let him not with unhallowed feet enter the temple of youthful purity and innocence; not to add new stains, but to cleanse; not to write hideous scrawls, but simple truth upon the unwritten page; not to give knowledge as a power for evil but for good; not for personal aggrandizement, or filthy lucre, but for the good of humanity; you are to devote your best energies and highest aims when you enter the school-room.

Read Whittier's beautiful description of the "Barefoot Boy," and tell me what are the responsibilities; what should be the aspirations of him who, can give that boyhood bent toward noble or ignoble manhood:

"Happy, if his feet be found
Never on forbidden ground,
Happy if they sink not in
Quick and treacherous sands of sin."

Let us all, in humility, and yet with dignity; with kindness, and yet with firmness; with caution, and yet with courage; with zeal unconquerable, energy unrelaxed; hope unfailing, and conscientious convictions overruling all; press forward in our work, by precept and example, to do good and be good; to fill a worthy position in a worthy way; to merit our own self-approbation, and trust for all beyond.

A PLEA IN BEHALF OF TEMPERANCE.

TO THE MINISTERS OF THE GOSPEL IN THE STATE OF INDIANA.

REVEREND SIRS: The Christian church has become, in this country, in an eminent degree, the school of virtue, of morality and patriotism, as well as the great mother of political and moral reform. Her position as an organized society for the dissemination of the Christian religion demands of her, that, upon all the great moral questions of the day—whether they be questions relating to political theory and action, or to the social aspects of the human race—she shall have and shall express opinions. The day in which ministers

of the Gospel, speaking out freely for their country could be censured for "preaching politics" has, it is to be hoped, passed away forever. Patriotism is believed to be entirely consistent with the teachings of Holy Writ, and disloyalty to the "people's government" to be decidedly anti-Christian.

The ordeal of civil war is over, and to the Christian ministers of this country, who stood up for the Truth, with their wise counsel, patriotic exhortation, and efficacious prayer, is due, in a great measure, the glorious results which have crowned this terrible struggle. Had the Christian ministers of the land been cold, apathetic, or hostile to the interests of humanity and the salvation of their country, who can fancy what the result would have been? A cause that lacks, through want of merit, the countenance and support of the men whom God has called to minister to the spiritually diseased of the world, can never arrive at any marked success.

The difficulties arising out of the disorganized condition of affairs in the seceded States have all been put in the way of judicious settlement, by the will of the people, expressed in the late elections. In this work the pulpits of the land have borne their part; and that public opinion, to-day, stand educated up to the standard of moral right and impartial justice is due as much to their influence as to any other agency.

The simple yet sublime principles and precepts of the gospel, uttered eighteen hundred years ago, have made their way against the organized selfishness of the human race, and defeat, disorganization, disgrace and death are the results which fall upon parties that refuse to recognize them in dealing with questions which lie at the root of all just government.

It is in view of these facts that we are embolden to address to you lines of exhortation and entreaty at the present time.

The Temperance Reform, in which we are humble workers, is a movement which at the present day claims the attention of the intellect of this country and of Europe. It is a movement which commends itself to every well-wisher of his race. It has the support of science and the sanction of morality and religion. It is a movement in behalf of the degraded and the fatherless; of the degraded and lost of every age, sex and nationality. Wherever a human soul lies enchained in the thralldom of intemperance, and

all the other vices and miseries that gather in the train of intemperance, there is the field of its mission. To raise the fallen, to uphold and strengthen the weak, and to warn and protect the youthful and unwary against the wiles of the tempter, is the duty it proposes to itself.

Without hesitation, therefore, we ask you by the memory of all the Church has done in great moral emergencies, by the remembrance of what she has been to mankind for more than eighteen hundred years, and by the sacred duties that devolve upon you as ministers of Christ's gospel, to "cry aloud and spare not" the iniquity which is festering in the vitals of our social system; which is consuming the substance of the people, corrupting the morals of youth, and bringing dishonor to the gray hairs of age.

The time has arrived in which energetic and aggressive warfare must be made upon the fountain head of this evil. It demands—this liquor traffic—to be ranked among the industrial pursuits of the people; nay more, it demands special privileges, and special protection, in the prosecution of its unholy mission. It demands the repeal of all Sabbath laws, in order that it may carry on its wicked work untrammelled, and unrebuked, by any of the rules and regulations with which society protects itself from disorder and barbarism. No other trade or calling does this. We are in Christian America, under the banners of the Republic, where the majority rules; we are in the majority, and if we have the resolution to express ourselves, and stand by the principles in action, we shall be victorious. Let the Ministers of our State see that none of their flock err in this matter for want of light. The contest is about to commence, and not the threats of open enemies, nor the entreaties and imbecile wailings of cowardly and half-hearted friends, can avert or postpone it. We will be heard! Come, then, brethren, let us buckle on the armor, and in the pursuit of a common object, animated and inspired by the same hopes and inspirations, do battle for mankind against this terrible enemy until that victory which must come to us, is won.

Yours, for the cause,

WM. H. McCURDY, G. W. P.,

Sons of Temperance of the State of Indiana.

L. ABBETT, Grand Scribe.

It is hoped that every one of the nine thousand Teachers in the Public Schools are faultless models of Temperance. Nine thousand Temperance men and women! What an army on the side of sobriety and happiness, and against intemperance and degradation!

It is further hoped that every one of the nine thousand schools, are daily inculcating lessons of sobriety. What a power, and what results! Nine thousand schools daily training three hundred and fifty thousand young immortals to sobriety, temperance and virtue; each teacher's daily life impressing the beautiful yet sublime injunction.—“*Live Soberly, Righteously, Godly.*”—[ED.]

THE METRIC SYSTEM OF WEIGHTS AND MEASURES.

OFFICIAL.

LAWS OF THE UNITED STATES—*Passed at the First Session of the Thirty-Ninth Congress.*

[PUBLIC—No. 183.]

AN ACT to authorize the use of the Metric System of Weights and Measures.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That from and after the passage of this act it shall be lawful throughout the United States of America to employ the Weights and Measures of the Metric System; and no contract or dealing, or pleading in any court, shall be deemed invalid, or liable to objection, because the weights or measures expressed or referred to therein are weights or measures of the Metric System.

SECTION 2.—*And be it further enacted,* That the tables in the schedule hereto annexed shall be recognized in the construction of contracts, and in all legal proceedings, as establishing, in terms of the weights and measures now in use in the United States, the equivalents of the weights and measures expressed therein in terms of the Metric System; and said tables may be lawfully used for computing, determining and expressing in customary weights and measures the weights and measures of the Metric System.

MEASURES OF LENGTH.

Metric denominations and values.		Equivalents in denominations in use.
Myriameter.....	10,000 metres.	6.2137 miles.
Kilometer.....	1,000 metres.	0.62137 miles, or 3280 feet and 10 inches.
Hectometer.....	100 metres.	328 feet and 1 inch.
Dekameter.....	10 metres.	393.7 inches.
Meter.....	1 metre.	39.37 inches.
Decimeter.....	1-10 of a metre.	3.937 inches.
Centimeter.....	1-100 of a metre.	0.3937 inches.
Millimeter.....	1-1000 of a metre.	0.0394 inches.

MEASURES OF SURFACE.

Metric denominations and values.		Equivalents in denominations in use.
Centare.....	10,000 square metres.	2.471 acres.
Hectare.....	100 square metres.	119.6 square yards.
Are.....	1 square metre.	1550 square inches.

MEASURES OF CAPACITY.

Metric denominations and values.			Equivalents in denominations in use.	
Names.	No. of liters.	Cubic Measure.	Dry Measure.	Liquid or Wine Measure.
Kiloliter or stere	1,000	1 cubic meter.	1.308 cubic yards.	264.17 gallons.
Hectoliter.....	100	1-10 cubic meter.	2 bush., 3.35 pecks.	26.417 gallons.
Dekaliter.....	10	10 cubic decimet'rs	9.08 quarts.	2.6417 gallons.
Liter.....	1	1 cubic decimeter.	0.908 quarts.	1.0567 quarts.
Deciliter.....	1-10	1-10 cubic decim'tr	6.1022 cubic inches.	0.845 gills.
Centiliter.....	1-100	10 cubic centim'trs	0.6102 cubic inches.	0.338 fluid ozs.
Milliliter.....	1-1000	1 cubic centimeter	0.061 cubic inches.	0.27 fluid drams.

WEIGHTS.

Metric denominations and values.			Equivalents in denominations in use.
Names.	Number of Grams.	Weight of what quantity of water at maximum density.	Advoirdupois Weight
Miller or Tonneau	1,000,000	1 cubic meter.....	2204.6 pounds.
Quintal.....	100,000	1 hectoliter.....	220.46 pounds.
Myriagram.....	10,000	10 liters.....	22.046 pounds.
Kilogram or kilo	1,000	1 liter.....	2.2046 pounds.
Hectogram.....	100	1 deciliter.....	8.5274 ounces.
Dekagram.....	10	10 cubic centimeters.....	0.3527 ounces.
Gram.....	1	1 cubic centimeter.....	15.432 grains.
Decigram.....	1-10	1-10 of a cubic centimeter.....	1.5432 grains.
Centigram.....	1-100	10 cubic millimeters.....	0.1543 grains.
Milligram.....	1-1000	1 cubic millimeter.....	0.0154 grains.

Approved July 28, 1866.

[Pennsylvania School Journal.

LIBERTY.—“A day, an hour of virtuous liberty is worth a whole eternity of bondage.”

SCHOOL OFFICERS' DEPARTMENT.

BOARD OF EDUCATION CLARK COUNTY.

CLARK COUNTY, Oct. 25, 1866.

MR. EDITOR: By a call of Examiner G. W. Lee, we the undersigned Trustees of the towns and townships of said county, convened in Charlestown, of said county, Oct. 13th, 1866. After selecting proper officers for such a meeting, we formed ourselves, with an invitation to the County Auditor, County Commissioners and School Examiner to join us, into a County Board of Education. After which many educational topics were discussed and valuable conclusions arrived at. The following in the form of motions were adopted :

- 1st. That the School Examiner be authorized to call a meeting of the Board whenever he deems it necessary.
- 2d. That we petition the Legislature to so amend the school law, that it shall authorize the town or township Trustees to engage a teacher wherever the inhabitants fail to select one.
- 3d. Also, that the Trustees shall be elected for the term of three years
- 4th. Also, that a County and Township Board of Education be formed ; define their powers and prescribe their regular time of meeting.
- 5th. Also, to prescribe by law when the public schools shall commence. That we suggest the first, second or third Monday in September.
- 6th. Also, that the 35th section of the School Law be re-produced as it was originally enacted.
- 7th. That we will use our best endeavors to secure a uniformity of textbooks in our respective townships ; visit our schools and encourage the cause of common schools to the best of our ability.

HENRY FRENCH, Port Fulton.
FULTON NORTH, Jeffersonville Tp.
F. W. RUNYAN, Charlestown.

J. W. SLIDER, Union Township.
DR. F. CARR, Oregon "
WM. BOWER, Washington "

WM. S. FRY, Utica.

A. HOUGH, Charlestown Tw'p.

VINCENT SHINDLER, Carr Township. WM. GUNTER, Utica

"

O. L. BECK, Silvercreek Township.

J. N. SEAR, Sec'y.

Concerning the 2d resolution it is proper to remark, that there is no provision in the law authorizing the selection or designation of a teacher by school meetings in incorporated towns; hence no amendment needed in that particular, but badly needed in townships.—ED.

MEETING OF TRUSTEES OF ORANGE COUNTY.

PAOLI, ORANGE COUNTY, INDIANA. }
November 12, 1866.

HON. G. W. HOES:

Dear Sir—Inclosed I send you the proceedings of our Trustees' Meeting: you will greatly oblige me by giving them a place in the JOURNAL.

Truly, &c.,

J. C. STANLEY,

Examiner.

At a meeting of the Township Trustees of Orange county, Indiana, held at Paoli, on Saturday the 10th day of November, 1866, the following proceedings were had, to-wit:

1. The Trustees most respectfully recommend that the schools in the several school districts of Orange county commence on the first Monday in November, (next year).

2. *Hours of Tuition.*—In winter the schools shall open at 8½ o'clock A. M., and close at 11½ o'clock A. M.; re-open at 1 o'clock P. M., and close at 4 P. M. In summer open at 8½ A. M., and close at 11½ A. M.; re-open at 1½ P. M., and close at 4½ P. M.

The authorized text-book for the schools of this county are as follows, viz.:

- I. Spelling.—McGuffey's new Spelling Book.
- II. Reading.—Wilson's Series.
- III. Penmanship.—Spencer's Series.
- IV. Arithmetic.—Felter's Series.
- V. Geography.—Camp's Series.
- VI. English Grammar.—Green's Series.
- VII. History United States—Wilson's Series.
- VIII. Philosophy.—Cutter's Series.

4. Teachers will be expected to arrange their classes with reference to this course of text-books, as nearly as possible.

5. Every pupil attending the district schools shall be promptly supplied with the necessary books and stationery, and such other instruments for the prosecution of his or her studies, as may from time to time be required. If there are parents too poor to furnish their children with appropriate books, the Trustee or Director will see that they are furnished from some other source.

6. Pupils are expected to enter school, as far as possible, at the beginning of the term, and to attend regularly and punctually, conform to the regulations of the school; promptly obey all the directions of the teacher; observe good order, propriety of deportment, and regular hours; not only in school but in going to and from the same. In cases of absence or tardiness, a good, satisfactory excuse will be required by the teacher.

7. All injuries to the school-house, yard, fence, furniture, or other school property, caused by the pupil, shall immediately be made good in money or satisfactory repairs; and no pupil shall be allowed the privileges of the school, if he or his parent or guardian refuses or neglects to make good all such damages.

8. Any pupil who shall, in or around the school premises, write or use profane or unchaste language, or who shall draw or carve any obscene picture or representation, shall be liable to suspension or expulsion, or other punishment, according to the nature of the case.

9. Parents and guardians are expected to be careful that their children are at school punctually; that their attendance is constant and regular; that they are provided with books, stationery and other things necessary to their success as students.

10. DUTIES OF TEACHERS.—All teachers shall be at their respective school-rooms at least twenty minutes before the time for opening in the morning, and ten minutes before the time for opening in the afternoon. They shall not permit disorderly or rude conduct in their rooms at any time, and shall take care that no damage be done to any school property. When any injury shall have been done they shall cause prompt notice of the same to be given to the School Director.

11. All teachers are entitled to the respect and obedience of their pupils, and shall at all times exercise a firm and vigilant, but prudent discipline; punishing as sparingly as may be consistent with securing prompt obedience; and governing as far as possible by gentle means. For violent opposition and determined insubordination, teachers may send a pupil home for the time being, and report him to the Director, who has authority to take such action as the case may demand.

12. Each teacher is required to keep a register of the daily attendance of the pupils, noting tardiness and bad conduct, and to make a report at

the close of each term, or at such other time as the Trustee or Director may require.

13. All teachers will be expected to attend punctually all meetings of the County Institute, when not prevented from so doing by sickness or some pressing emergency, and also Township Associations where they can be successfully maintained.

14. Teacher's wages will be regulated by the grade of certificate, as follows: *a difference of twenty-five cents per day between each of the four grades; making a difference of seventy-five cents per day between the highest and lowest grade.*

15. We would impress upon all our teachers the great importance of thorough training for the great work of educating immortal minds, and hence would urge upon them the need of reading professional works on the subject of teaching; and also of taking some educational journal—especially the SCHOOL JOURNAL of this State.

16. We here utter our united protest against that relic of barbarism that has come down to us from former ages, namely, the practice of asking teachers to take of their hard earned wages and treat the scholars at the holidays, or any other time; and we do most earnestly solicit the co-operation of all parents and guardians in at once and forever banishing this relic of barbarism from our schools.

17. Parents or guardians are requested to visit their respective schools as often as practicable; and each Director will be expected to visit his school at least once per month.

NOTHING LOST BY KINDNESS.—Ten years ago and less, there lived in the city of New York a clergyman, whose name and memory are sacred to thousands of grateful, loving, revering hearts. He has not been dead long; he will never die out of the holy affections of the people before whom he came in and went out so many years. Among his people there was one man, and he was of large wealth, who seemed to make it his special business, as it was his highest happiness, to see that his reverend pastor wanted nothing. It was not a fitful care; it did not spring up in May and die long before December, but through weeks, and months, and long years it was always the same, incessant, perennial, gushing up like a never-failing spring. The pastor died; the loving watcher, through no fault of his own, failed for almost millions, and recovery was hopeless. The grief that oppressed him most was the loss of ability to help the helpless. Men looked on and wondered, and began to question if Providence would let such a man come to want in his gray hairs. A man of great wealth said: "He must not suffer who cared so well, and so faithful, and so long for any old minister. He is just the man I want to attend to my estates, and he shall have all he asks as compensation for his services.—*Hall's Journal of Health.*"

EDITORIAL—MISCELLANY.

COUNTY AND ASSOCIATION LIBRARIES.

In the November JOURNAL of '66 we presented some facts concerning the origin, object and management of Township Libraries. While the Township Library system is a large and somewhat costly system, the Legislature has deemed it wise to make other provisions. The following is a portion of an act for the incorporation of

COUNTY LIBRARIES:

SECTION I. *Be it enacted by the General Assembly of the State of Indiana* To establish and maintain a Public Library in each of the several counties, for the use of the inhabitants thereof, there shall be reserved ten per cent. of the net proceeds of all lots within the town, where the county seat is situate, sold as the property of said county. and ten per cent. of all donations made to secure the location of such county seat; and the County Commissioners shall make the necessary order for the collection and payment of the same.

SEC. IV. Every inhabitant of the county giving satisfactory evidence for the safe keeping and return of books, shall be entitled to take and use the same upon the proper application to the Librarian.

SEC. V. Provides that the Trustees of said Library, (County Clerk, Auditor and Recorder), shall make rules and regulations for the management and preservation of the same, approved June 18, 1852. (See 1st Gavin & Hord, p. 421)

In conformity with the above there is, we suppose, a County Library in each of the ninety-two counties of the State. These libraries are open to any and all inhabitants of the county who comply with the rules and regulations of the same.

Usually, possibly always, small fees are charged the persons using these Libraries, but so small is this fee, that it can hardly be in the way of the poorest or stingiest.

These Libraries, so far as our knowledge extends, are kept in some one of the rooms in, or about, the Court House, and are open on stated days. Any one desiring information more in detail, will learn the same by conference with any of the county officers named above.

ASSOCIATION LIBRARIES.

The first Section of an act approved February 16, 1852, reads as follows:

Be it enacted by the General Assembly of the State of Indiana, That the inhabitants of any city, town, village or neighborhood in this State, or any part of them, whenever they have subscribed the sum of fifty dollars or upwards towards the establishment of a public Library, may assemble themselves for the purpose of holding an election for Directors.

Section XII, which relates to donations, reads as follows:

They (the Directors), shall have power to receive by donation, any books, moneys, papers, lands, or any other thing or things, and such donation or the income or interest thereof, shall be applied to no other purpose than the true interest and object of the Library on which it was bestowed, according to the true intent and meaning of this act. (See Gavin & Hord, vol. 1 p. 422.)

Here is a simple and practicable method by which almost any community may establish a small Library for the use and improvement of said community. It is hoped that many communities which have not as yet availed themselves of the privileges conferred by this act, will soon do so, thus opening new sources of improvement and of rational entertainment to both old and young.

As seen above, a Library may be started for \$50 00, and as may be seen elsewhere, in our own State, it costs \$50 00 to start a Liquor Saloon, (*i. e.* to get license); hence it is respectfully submitted, that if a community can support but one of these, it would better support the Library. Indeed, we are of the opinion that *one* Library will contribute more to the peace, prosperity, purity and intelligence of a community, than *ten* Saloons!! If so, *establish the Library and abolish the Saloons.* Indeed, every well-selected public Library, if well supported and well patronized, is a fortification of public peace and public virtue; more, it is a fortification with guns shotted, charged and trained on every brothel, gambling house, and liquor saloon in the land; and over these guns floats the significant and glorious motto: "*Unconditional surrender.*"

As a practical suggestion, by way of conclusion, we submit, that in many cases these Libraries can be united with the Township Libraries, so as to lessen expense and increase utility.

Caution—it is not meant by the above suggestion to destroy the identity of the Township Libraries; such action would be illegal, hence must be carefully avoided.

At some futuer period, if two or three hours time can be spared to gather the facts, we will present a short article concerning the State Library

ORANGE COUNTY TEACHERS' INSTITUTE.

GEORGE W. HOSS, Esq.: *Sir*—The teachers of Orange county held their second Institute in Paris, commencing October 22d, and continued five days: during which time seventy-one members were enrolled. The Institute was organized by electing Dr. J. C. STANLEY Superintendent, and W. J. Throop, Secretary.

Daily recitations were conducted by the Superintendent and others. Evening lectures were given as follows:

Monday, Rev. D. McIntire, of Bloomington; Tuesday, Theo. Stackhouse, of Orangeville; Wednesday, Prof. W. L. Boston, of Orleans; Thursday, A. J. Rhodes, of Paoli; Friday, Judge Simpson, of Paoli.

Miss Lizzie, ———, Chairman of Committee on Text-books, reported the following:

Spellers—McGuffey's; Wilson's Readers; Ray's Practical Arithmetic, and Felter's Primary; Butler's Grammar; Mitchell's Geography; Scott's History of the United States; Cutter's A. P. and H.

The Institute had an average of 44 members.

Miss Sallie Hollowell, Chairman of Committee on Resolutions, reported the following:

•RESOLUTIONS.

WHEREAS: The Common Schools, "The hope of our country," languishes so lamentably in our county, therefore,

1st. *Resolved*; That we the teachers, unto whom is committed the important care of training the youthful mind, agree to study and labor to prepare ourselves for usefulness in our profession, and whereas the Teacher's Institute is an indispensable means in this great work, therefore,

2d. *Resolved*; That we acknowledge it our duty to attend it at least one week in each year, at such time and place as the Examiner may appoint.

4th. *Resolved*; That this Institute recommend singing in the common schools, and that we as teachers will introduce it as far as practicable.

5th. *Resolved*; That we recommend that a Normal School be established in this county and that Professor N. P. Boston, W. L. Boles, and J. C. Stanley be requested to superintend it.

6th. *Resolved*; That it is the duty of every teacher to discourage the use of tobacco in the public schools.

*[Because of great length a portion of the Resolutions sent have been omitted.—ED.]

7th. *Resolved*; That it is the opinion of this Institute that the revenue for school purposes should be so increased as to afford school six months in the year.

8th. *Resolved*; That we ignore that amendment to the School Law which allows a teacher to get license for a less number of branches than the eight prescribed by the original act of 1865, Section 34 School Law.

9th. *Resolved*; That the INDIANA SCHOOL JOURNAL is worthy of our patronage and should be taken by every teacher.

JESSE C. STANLEY, Sup't.

SALLIE HOLLOWELL, Ch'm Com.

SPENCER COUNTY INSTITUTE.

PROF. GEO. W. HOSS: *Dear Sir*—The Teachers' Institute of Spencer county convened at Rockport, Nov. 5th, 1866, and continued five days, with an average attendance of fifty teachers.

Among other important resolutions passed, were the following:

1st. *Resolved*; That the Institute be opened each morning with prayer.

2d. *Resolved*; That we cordially approve of Teachers' Institutes, and hope that this is only the beginning of a series of wide-awake occasions of a similar kind in our county.

3d. *Resolved*; That it is the imperative duty of every teacher in Spencer county to attend the annual meeting of the Institute; that those who willfully or for slight cause neglect to do so, offend the Examiner, the whole body of teachers, and oppose the great cause of education.

4th. *Resolved*; That we tender our sincere thanks to Prof. O. H. Smith, Dr. D. H. Sabin, Rev. Mr. Rankin, Daniel Hayford and E. A. DeBruler, who have labored so effectively among us.

6th. *Resolved*; That the editor of the INDIANA SCHOOL JOURNAL be requested to publish the proceedings of Spencer County Institute.

7th. *Resolved*; That we recommend to the teachers and parents of Spencer county, the INDIANA SCHOOL JOURNAL as a suitable visitor in their families.

J. ANDERSON, Pres't.

J. W. INGRAM, } Sec'ys.
SALLIE J. FINCH, }

"Mercy and Truth are met together; Righteousness and Peace have kissed each other."—*Bible*.

CURSING AND SWEARING.—When Sir Christopher Wren was engaged upon the erection of St. Paul's Cathedral, he resolved to do all in his power to check the unmanly practice of swearing. He accordingly had large placards posted on the walls in various parts of the Cathedral, as follows:

"Whereas, among laborers and others, that ungodly custom of swearing is so frequently heard, to the dishonor of God and contempt of his authority; and to the end that such impiety may be utterly banished from these works, which are intended for the service of God, and the honor of religion, it is ordered that profane swearing shall be a sufficient crime to dismiss any laborer that comes to the call; and the clerk of the works, upon a sufficient proof, shall dismiss him accordingly."

We are gratified to be able to state that an eminent London Architect is following the good example of Sir Christopher Wren. He has the above "notice" placarded in the churches and chapels which he is engaged to erect, with the addition of the following words:

"The above rule will be strictly carried out."

NURSING TROUBLES.—Some people are as careful of their troubles as mothers are of their babes; they cuddle them, and rock them, and hug them, and cry over them, and fly into a passion with you if you try to take them away from them; they want you to fret with them, and to help them believe that they have been worse treated than any body else. If they could, they would have a picture of their grief in a gold frame hung over the mantle-shelf for everybody to look at. And their grief makes them really selfish; they think more of their dear little grief in the basket and in the cradle than they do of all the world besides; and they say you are hard-hearted if you say, "Don't fret." "Ah! you don't understand me—you don't know me—you can't enter into my trials!"

The above is a mirror in which certain persons may see themselves reflected. As though others had not trials! They lack hope; they give way to foolish fear; are cowardly without faith or fortitude. They are poor things; will not amount to much. Still, it is our duty to help get them out of the rut, and encourage them to throw off cares.—*Exchange.*

The coal fields of America cover 225,000 square miles, an area equal to twenty-eight such States as Massachusetts. One cubic mile will furnish seven millions of tons annually for a thousand years. At this rate our coal will last sixty thousand years.

INDIANAPOLIS SCHOOLS.

We are pleased to learn that the Board of Trustees has purchased property for the High School, in one of the most eligible portions of the city. This property is the Second Presbyterian church, on the corner of Circle and Market streets. Second, we are pleased to learn that one, perhaps both of the new ward buildings will be ready for occupancy on or near the first of January. A few more onward moves of this kind, and Indianapolis will furnish room for a respectable number of her children of school age. For condition of Schools of last month, see following Report of Superintendent:

REPORT OF THE SEVERAL WARD SCHOOLS FOR THE MONTH ENDING
DECEMBER 7TH, 1866.

Number of Wards.	No. in attendance during the month.		Total.	Average No. belonging.	Average attendance.	Per cent. of attendance.	No. of days of attendance	No. neither tardy nor absent half day.	No. cases of tardiness.	Time lost by tardiness.	
	Boys	Girls								Hours.	Minutes.
1	157	166	323	301	280	94	367	135	39	8	21
2	134	118	252	229	213	93	303	90	50	8	1
3	124	122	246	225	212	94	237	114	40	4	21
4	114	116	230	210	197	92	239	109	20	2	16
5	172	151	323	309	295	95	289	153	34	6	5
6	79	89	168	159	147	93	230	81	17	2	2
7	83	80	163	145	130	92	218	65	16	2	22
8	266	238	504	468	415	97	260	226	73	9	35
9	179	199	378	345	324	97	216	172	51	5	45
10	72	55	127	09	96	89	248	27	37	5	6
H.S.	30	46	76	72	71	98	28	58	9	1	44
Total	1410	138	2795	2572	2430	94	2646	1230	382	55	38

A. C. SHORTRIDGE, *Superintendent.*

THE SECRETARY'S REPORT of the proceedings of the State Teachers Association, will appear in next number of the JOURNAL.

"I seem to have been only like a boy playing on the sea shore, and diverting myself in now and then finding a smoother pebble or a prettier shell than ordinary, while the great ocean of worth lay all undiscovered before me."—*Isaac Newton.*

THE LIVING TEMPLE.

Not in the world of light alone.
Where God has built his blazing throne.
Nor yet alone in earth below,
With belted seas that come and go,
And endless isles of sunlit green,
Is all thy Maker's glory seen;
Look in upon thy wondrous frame,
Eternal wisdom still the same!

The smooth, soft air, with pulse-like waves
Flows murmuring through its hidden caves,
Whose streams of brightening purple rush,
Fired with a new and livelier blush,
While all their burden of decay
The ebbing current steals away,
And red with Nature's flame they start
From the warm fountains of the heart.

No rest that throbbing slave may ask,
Forever quivering o'er his task,
While far and wide a crimson jet
Leaps forth to fill the woven net
Which in unnumbered crossing tides
The flood of burning life divides,
Then, kindling each decaying part,
Creeps back to find the throbbing heart.

But, warmed with that unchanging flame,
Behold the outward moving frame,
Its living marbles jointed strong
With glistening band and silvery thong,
And linked to reason's guiding reins
By myriad rings in trembling chains,
Each graven with the threaded zone
Which claims it as the master's own.

See how yon beam of seeming white
Is braided out of seven-hued light,
Yet in those lucid globes no ray
By any chance shall break astray.
Hark how the rolling surge of sound,
Arches the spirals circling round,
Wakes the hushed spirit through thine ear
With music it is heaven to hear.

Then mark the cloven sphere that holds
All thought in its mysterious folds;
That feels sensation's faintest thrill,
And flashes forth the sovereign will
Think on the stormy word that dwells
Looked in its dim and clustering cells!
The lightning gleams of power it sheds
Along its hollow glassy threads!

O Father! grant thy love divine
To make these mystic temples thine!
When wasting age and weary strife
Have sapped the leaning wall of life,
When darkness gathers over all,
And the last tottering pillars fall,
Take the poor dust thy mercy warms,
And mold it into heavenly forms!

FORT WAYNE PUBLIC SCHOOLS.

Abstract from Term Report of the Superintendent of Public Schools to Board of Trustees, December 1st, 1885.

SCHOOLS.	Whole No. enrolled.	Per cent. of attend.	No cases of tardiness.	No. cards of honor.	The number engaged in the various studies is as follows:
High School.....	74	95.4	6	15	Reading 1580 Spelling..... 1426 Writing 1426 Arithmetic 917 Geography 809 Grammar 158 Physical Geography..... 40 Algebra 33 Latin..... 30 Philosophy..... 18 Drawing..... 16 German 10 Greek..... 6 Chemistry 6 French..... 4 Compositions 587 Declamations 1747
WEST DIVISION.					
Grammar.	92	96.4	19	22	
Intermediate ...	90	94	31	15	
Sen. Secondary	80	94	7	13	
Jun. Secondary	87	92.8	12	15	
Sen. Primary...	77	95.3	9	17	
Jun. Primary....	75	95.2	9	21	
Boys' Primary..	121	94.5	18	17	
Girls' Primary..	125	93.6	16	21	
Total.....	747	.....	121	141	
EAST DIVISION.					
Grammar.....	34	94.6	29	5	
Intermediate....	75	92.9	24	9	
Sen. Secondary.	68	92.9	54	5	
Jun. Secondary	92	95.9	25	18	
Boys' Primary.	134	96.2	39	4	
Girls' Primary.	137	87.5	24	9	
Total.....	539	.....	195	50	
SOUTH DIVISION.					
Sen. Secondary.	61	93.4	52	9	
Jun. Secondary	69	93.5	26	12	
Primary.....	90	93	38	2	
Total.....	230	.....	116	23	
Grand total.....	1580	94	438	229	
					SUMMARY.
					Number of children in city between the ages of 6 and 21.. 6493
					Number enrolled in the schools 1580
					Number of pupils who have not been tardy once during term 1280
					During corresponding term last year 919
					Number of cases of tardiness... 438
					During corresponding term last year 1287
					Number of cards of Honor..... 229
					During corresponding term last year 135
					Average per cent. of attendance 94
					For corresponding term last year 62
					Number of deaths..... 0
					During corresponding term last year 2
					J. H. SMART, Superintendent.

"Give me liberty or give me death.—Patrick Henry."

"Sink or swim, live or die, survive or perish, I give my hand and my heart to this vote."—Daniel Webster.

"Liberty and union, now and forever, one and inseparable."—Webster.

INDIANA SCHOOL JOURNAL.

" 'GEORGE W. HOSS, A. M., *Editor.*

VOL. XII.] INDIANAPOLIS, FEBRUARY, 1867. [No. 2.

EDUCATION AND CRIME.

 [Extract from the Report of the Superintendent of Public Instruction.]

There is a legitimate, and often a close connection between ignorance and crime. The testimony of judges and lawyers is ample on this point. That testimony affirms that the great mass of criminals are uneducated—that is, uneducated in the learning of the schools. Official statistics show the same.

The annual report of the Southern Prison of our State, for the year 1863, shows that out of 247 convicts, 58 had no education; 60 could only read; 2 had a good English education, and 1 a classical; remainder, 126, were able to read and write. The report of the same for 1864, shows that out of 226 convicts, 60 had no education; 42 could only read; 5 had a good English education; remainder, 139, could read and write.

The report of the Ohio State Prison, for 1862, shows that out of 379, 72 had no education; 47 could only read. The Pennsylvania reports for the same year shows that out of 586, 129 were "illiterate;" 102 could only read; 5 had a good English education; remainder, 350, could read and write.

It will be seen in the above that a heavy per cent. of penitentiary convicts are uneducated. In making up an estimate on these figures, it should be borne in mind that the ability to read and write may be possessed in so limited a degree as to insure only a low grade of education. Should such be found to be true in the above, the per cent. of uneducated would be large indeed. But the principle object of this article is to show the

COST OF CRIME.

Desirous of possessing fuller and more reliable data on this subject than is furnished by official reports, I in July last addressed a circular to each County Auditor in the State, asking him for a statement of the amount of criminal expenses of his county for year ending June 1, 1866. These expenses were to be made up, so far as practicable, from the four following sources: Jail expenses, jury fees in criminal cases, attorneys' fees, and baliff's fees.

Reports were received from only 38 counties; and in several cases, one or two, and in a few cases, three of the items were omitted. Notwithstanding these omissions, the amount reported by these thirty-eight counties is \$77,392.09. On the supposition that the remaining 54 counties should report at the same rate, the amount in round numbers for the State would be \$187,000. But in making an adequate estimate, it must be borne in mind that this is but a part of the criminal expense of the State. There are several sources not mentioned here; enough to greatly augment this already large amount. This amount, as it is, equals nearly one fifth of the amount spent for tuition in all the common schools of the State for the same year. Now, while strict accuracy is not claimed for these figures; there is accuracy sufficient to raise this significant question, namely, *would it not be better to pay more for education and (as a consequence,) less for crime?* This is a question for the consideration of tax payers, friends of order, and legislators.

EDUCATION AND PAUPERISM.

As in the case of criminals, it is found that paupers are in a good degree, uneducated. There are, as a matter of course, exceptions, arising from extreme old age, from disability, both physical and mental. Yet, as a general statement, the truth holds as above announced. But my special object is to call attention to the

COST OF PAUPERISM.

The circular asking for a statement of expenses of criminals asked also for a statement of expenses of Poor for the year ending June 1, 1866. These expenses were to be made up from the four following sources: Expenses of asylum, grounds and buildings, including current expenses of same; coroners' inquests constables' fees and incidental appropriations by commissioners.

As in the case of crime, many of the reports were not full in all the items, yet the thirty-eight counties reporting gave the large amount of \$193,217.55. If the same ratio of expense should hold in the other counties, the total for the State would be in round numbers \$467,000. Hence, in view of the fact that paupers are, in a good degree, uneducated, the question arises here as above, *should we not pay more for education and less for pauperism?*

While the above facts and figures legitimately raise the question presented, they also furnish some data for an answer; and if these figures could be made full and accurate for every county in the State, they would probably furnish a clear and full answer to both of the above questions. This being true, it is respectfully submitted to the Legislature whether provision should not be made for securing full and accurate statistics:

1. Of the cost of Crime.
2. Of the cost of Pauperism.
3. Of the grade of education of Criminals.
4. Of the grade of education of Paupers.

Such statistics would, without doubt, be of value in future legislation. Legislation on the important subjects of crime, pauperism and education needs for its guidance the light of broad, yet minute, and severely accurate statistics.

REFORM SCHOOLS, OR HOUSES OF REFUGE.

Article ix of the State Constitution, which might be dignified with the title of the humane article, makes it the duty of the General Assembly to provide and support institutions for the education of the Blind, Deaf and Dumb, for the treatment of the Insane, and Houses of Refuge for the reformation of juvenile offenders. Humanely and nobly has the General Assembly provided for the three unfortunate classes of our fellow citizens named above. So far as I can judge, this provision has been made in the manner and up to the measure contemplated by the Constitution. These are at once products of, and encomiums on, the enlightened and christian sentiment of our people as expressed through our legislators.

From some cause, however, one of the requirements of the ninth article of the constitution has not been met. This requirement is in exact words as follows:

"The General Assembly shall provide Houses of Refuge for the correction and reformation of juvenile offenders."

Here is a plain requirement concerning a humane object. On what grounds the Legislature has felt itself authorized to disregard this requirement for more than a decade of years, is unknown to the writer. It is, however, presumed that cost has been pleaded as a bar to this work. While it is not my purpose to argue this question, it may be stated that the expenses of crime and pauperism, as set forth in the preceding article, throw light upon the financial aspect of this subject. Every youth given over to crime and idleness is not only the loss of one worker from the great body of producers in the State, but is a positive expense. This expense must be met, in whole or in part, as the case may be, by the public, in prosecuting and punishing a criminal, or feeding a pauper. Hence it is a problem worthy of careful solution, to know whether public economy would not be subserved by reforming, so far as may be, those youths, thus converting them into property-producing, tax-paying, government-supporting citizens rather than to incur the expense in after years of punishing them as criminals or maintaining them as paupers. But this financial aspect of the question is, as all must admit, but the lower story of the argument. Rising incomparably above this is the peace and safety of society, the purity and well-being of the individual. Here opens a field wider than the allotted limits of this article, hence can not now be entered. In conclusion on this subject, it seems best to let the Constitution furnish the argument in support of its own requirements. A portion of this argument is found in section first, article first, and reads as follows:

"We declare that all power is inherent in the people, and that all free governments are, and of right ought to be, founded on their authority, and instituted for their peace, safety, and well-being."

Here are the noble and glorious objects of governments, the end and aim of civil laws; the *peace, safety, and well-being* of the people—the whole people, irrespective of *age, rank, or position*. Happy the people whose legislators are able to devise (to the full measure of the government's obligations), the ways and means to these great ends.

It is respectfully submitted, that the Reform School may be reckoned as one of the means to these ends.

Let it never be forgotten that

He who labors to save the Youth,
Labors to save the State.

INDIANA STATE TEACHERS' ASSOCIATION.

THIRTEENTH ANNUAL SESSION.

FIRST DAY.

BAPTIST CHURCH, LAFAYETTE IND. }
December 26, 1866., }

The Association was called to order by the President, Dr. R. T. Brown, at 2 o'clock P. M. The session was opened by the reading of a portion of Scripture, and prayer by the President.

On motion W. W. Byers was appointed Secretary *pro tem.* in the absence of the regular Secretary.

The next in order of business was music, which was conducted by Mr. Paige.

On motion of Prof. Hoss, the Press of the city were invited to send reporters to report the proceedings of the Association. Mr. Merrill was appointed a committee to inform the same of the action of the Association.

Mr. Shortridge moved that a committee of three be appointed to enroll the names of the members of the Association, and solicit the names of new members. Carried. The committee consisted of Messrs. Bell, Rous and Johnson.

Mr. McRae moved that the Constitution of the Association be so amended as to allow the annual meetings of the same to be held in the month of July or August.—Ordered to submit his motion to writing, which is as follows:

Resolved, That — Section, — Article of the Constitution be amended to read as follows: *

The annual session of the association shall convene in the month of July or August at such time and place as the Executive Committee shall appoint.

Signed

H. S. McRAE.

A. J. JOHNSON.

According to the Constitution the resolution lies on the table one meeting.

Mr. McRae moved that a committee of seven be appointed to take into consideration the needed amendments to the School Law

The following were appointed: Messrs. H. S. McRae, A. C. Shortridge, J. H. Smart, J. W. Mollier, Jesse H. Brown, A. W. Sandford, and E. H. Staley.

The Secretary having arrived and taken his seat, W. W. Byers and J. H. Edwards were appointed Assistant Secretaries.

On motion of Mr. Hadley a committee of three was appointed to prepare return tickets for the members of the Association. The following persons were appointed: Thomas Charles of Indianapolis, Mr. Miller of Wabash and Mr. Britton of Crawfordsville.

At 3 o'clock the order of business was a Paper by E. H. Staley of Frankfort, Subject: "Educational Progress in our State, past, present and prospective."

Mr. Staley began by referring to the difficulties attending educational progress in the State. More attention was paid to the developments of material interest than to education. During the first twenty-five years after the State was organized little more was done than lay the foundation. Ignorance increased more rapidly than the population. In 1850 there were 75,019 adults unable to read and write; only three States lower in the scale, and they Slave States. At the adoption of the new State Constitution a new era dawned upon the State. A State Superintendent was provided and the school law improved. In 1854 the State Teachers' Association was organized, a most important epoch. Nearly all progressive results were wrought out through this Association. In 1856 the Indiana SCHOOL JOURNAL appeared. This, for some years sustained by the contributions of the teachers is now a success, and comparing favorably with any other periodical of the kind, should be taken by all the teachers. A compliment was paid to private and denominational schools. Reference was made to the office of County Examiner, and the necessity of thorough county supervision was shown. The establishment of a State Normal School was the crowning feature of all legislative enactment. Teachers' Institutes are but a substitute for such a school. The people and even the teachers will expect too much from one Normal School. Nine thousand teachers are to be trained—the work of four Normal Schools. The principal results wrought out through the Normal School, will be, 1, Teaching will be made a profession. 2, We shall have correct and authoritative standards for teaching and for conducting schools. One cheering sign of progress is the interest taken by teachers in every-

thing pertaining to their profession, an earnest desire to improve and stand high in their profession. Five hundred teachers attended the four Normal Institutes held, and three thousand five hundred more attended the various County Institutes. Primary and District Schools have been much improved, object-teaching has been introduced, courses of study perfected, and graded schools exist in nearly all cities and incorporated towns. Nearly all this has been done in the past fifteen years. We shall not retrograde. Our School Fund is a combination of permanent funds and taxes, thus the people will always be interested. Teachers will be paid according to ability. More than a million of school revenue was expended this year. Reference was made to some prospective amendments to the school law and the paper closed with some words of cheer and encouragement to the teachers.

Remarks were made by Mr. Richards of Clinton. He spoke of Normal Schools and of the course of study pursued in such Institutions. Whatever a teacher undertakes to teach, he needs culture in order to succeed—as much, indeed, in teaching the common school branches as in teaching Greek, Latin and the Higher Mathematics. He spoke against the practice of some teachers in forsaking the profession and embarking in something in which greater fame or more wealth may be acquired. He urged teachers to practice a spirit of greater self-sacrifice—feeling that God will surely reward those who strive to do their duty.

On motion of W. H. Wiley, speeches on all miscellaneous subjects were limited to five minutes.

Professor Hoss, Superintendent of Public Instruction, said he wished to allude to two points of the paper which had been just read. He desired to state the encouraging fact that the school fund of Indiana was now larger than that of any other State in the Union. It will aggregate \$7,611,000, and is increasing at the rate of \$24,000 per annum. This increase is derived from fines and forfeited recognizances, and goes to the permanent fund. He desired also to call attention to the fact that teacher's institutes which met at intervals in various parts of the State were a kind of itinerant normal schools, doing the work, in some degree, of such institutions.

The Chair, Mr. Sanford and Mr. McRae, here made some interesting statements with regard to School Examiners and their duties.

On motion of Hiram Hadley, fifteen minutes were appropriated to hand shaking and introductions. Adjourned till 7 o'clock this evening.

EVENING SESSION, 7 O'CLOCK

After the Association had been entertained with music by Mrs. Merrill and Mrs. Crary, Messrs. Paige and Gamble, the report of the State Central Committee on Institutes was read by A. C. Shortridge Chairman of the Committee.

Dr. R. T. Brown, the late President of the Association resigned the chair having introduced his successor the President elect, Hon. G. W. Hoss, who proceeded to deliver his Inaugural Address. Subject, "Common Schools and Citizenship."

Principle: It was assumed as a principle that what a people put into their schools will appear in the life of the nation.

The subject naturally resolves itself into two divisions; namely

1. The right of the schools to do this work. 2. The nature of the work to be done.

The right of the schools to do this work is found in the two relations, first, of the schools to the State; second, of the State or Government to the people.

The state originates, supervises, and supports the schools; in a word, the schools are the creatures of the state, hence bound to do the will of the state.

Second, the state is under obligation to promote so far as may be, the peace, prosperity and well-being of every citizen of the state, hence is under obligation to use all legitimate means to this end.

The schools are a legitimate means to this end, hence may be used—hence may do the work under consideration, namely, prepare as far as may be, the pupil for citizenship.

Second; Nature of this work.

Virtue and intelligence are the generic elements or qualification of good citizenship; more specifically stated; moral purity, and a knowledge of the rights and duties of the citizen.

Under moral purity was noticed:

1. Honesty; Public and private dishonesty was shown to be a prevailing and alarming sin of the times. The public weal demands a sterner honesty in public officials; it was hoped the noble rule of Thomas Jefferson would be applied to every aspirant for public trust, namely, "Is he *capable*, is he *honest*."

Let the schools teach the noble virtue of strict honesty based on the principles of justice, and not on the rotten foundation of *policy*,

and the next generation will present a body of men to whom may be trusted the dearest interests of both the government and individuals.

He noticed as a second element of good citizenship, Truthfulness. The great want of truthfulness was presented, also the evils arising therefrom; especially in partisan newspapers during political campaigns.

It was urged that the teacher should explain to the pupil the nature of evidence; its object, its importance, also the nature of the peculiarly guarded and solemn oath, taken by the witness in court, showing him (the pupil) that he may tell the truth, and do injustice because he has not told the *whole* truth; that he may tell the *whole* truth and yet do injustice, because he has told more than the truth, *i. e. falsehood.*

Show pupils the awful solemnity of calling upon God to help them tell the truth, and the awful sin of calling upon Him to help them tell a falsehood. Let every school in the land become not only a community of truth seekers but of truth tellers; and every school-house not only a temple of *science* but a temple of *truth*.

3. A third element of good citizenship is Temperance, Sobriety. This subject was treated more especially with reference to the financial cost.

It was stated that the cost of liquors, malt and spiritous manufactured in Indiana for year ending June 1st. 1860 as shown by United States census, was \$2,279,640; and for United States for same year \$42,255,311. On the other hand the amount of money expended for tuition in the common schools of Indiana for year ending August 31st. 1866 was \$1,020,440; and the amount of tax levied for school purposes in all the states in the Union was as shown by the census for 1860, \$12,064,000. More money for schools, and less for intemperance. Hence, let every school in the land endeavor to so teach that the pupil shall to his "faith add virtue; to virtue knowledge, and to knowledge, temperance."

Second under head of Rights and Duties of Citizens; was presented more especially the teachings which relate to government. Under this head, it was claimed and clearly and convincingly shown that the schools should when practicable,

1. Teach the Principles of Government, *state and national.*

2. That they should, so far as possible, inculcate love of country, also, 3. Respect for Authority, 4. Obedience to Law.

These were ably, and at times, eloquently enforced by the speaker

In closing this portion of the discourse the speaker explicitly cautioned all, that this teaching must never descend to the inculcation of mere partisan principles or sentiments; this work does not belong to the schools, hence, must be scrupulously avoided. In conclusion the speaker submitted several important propositions for the consideration of the Association. The address was analytic, forcible, and at times truly eloquent.

L

Next followed a discussion of the address just delivered.

J. M. Olcott spoke of the figurative language used by the press, and also in favor of a reform in the direction of many things mentioned in the address.

On motion of Mr. Olcott a committee of three was appointed to take into consideration the topics presented in the address. The committee consisted of Jesse Brown, Prof. R. T. Brown, and W. H. De Mott.

On motion of Hiram Hadley, the subject of the report of the Central committee on Institutes was resumed.

Mr. Hadley then made some remarks in regard to the Normal Institute held at Peru under his superintendence.

Mr. Hurty, Superintendent of the Institute at Greensburg, expressed his disappointment that the report had come up in the manner in which it had.

He desired it to come up in a written and precise manner for publication. Further remarks were made upon the subject by Dr. Brown and Mr. Shortridge.

Mr. Olcott moved to receive the report of the Central Committee and discharge the committee. But pending this motion Jesse Brown moved to refer the report back to the committee to prepare for publication. The motion was carried.

The order of business for to-morrow A. M. was then read. On motion of Mr. Wiley the committee for the nomination of officers were then appointed.

The committee appointed by the Association consisted of the following: Messrs. Jesse Brown, De Motte, Shortridge, McRae and Butler. That appointed by the Chair consisted of the following: Messrs. Staley, Bond, Johnson, Baldwin, and Miss Anna P. Brown. Adjourned.

SECOND DAY.

Dec. 27, 1866.

The Association was called to order by the President, Hon. G. W. Hoss, at 9 o'clock. The devotional exercises were conducted by Rev. A. W. Sanford. The Association then joined in singing "Dennis." The minutes of yesterday's proceedings were read, and with but one slight correction stood approved.

On motion of Mr. Wiley, a committee of three was appointed to search for the Records of the Association. Mr. Bell stated that he desired to be on that committee, because he knew where the Records were. Messrs. Wiley, Bell and Miss Catterson were appointed.

Some changes in the programme were then announced by the Executive Committee.

The next order of business was a Paper by Rev. A. W. Sanford, of Marion. Subject—County and Township Boards of Education.

1. Are necessary—*First*, because the people do not understand our school system—do not comprehend and appreciate its adaptation to their wants, nor their relations thereto and rights and obligations under its provisions. Hence they do not cheerfully co-operate with the officers charged with its administration, nor compel the Legislature to levy such a tax as will fully develop its capabilities for educational usefulness.

Second, Because there is no such systematic organization of our school officers, as secures that uniformity and thoroughness of administration, government and supervision so essential to efficiency. That these defects are due to the lack of a properly graduated and authoritative line of official communication between the Legislature and the people; and, of that regular and mature deliberation upon questions of policy and government, which can be had only in organized associations or boards of school officers.

2. Such County Boards should be composed of the Examiner, Township Trustees and School Trustees of towns and cities. Township Boards of the Trustees and Directors. Both should be required under penalty to meet for deliberation four times in each year.

3. County Boards should be authorized to make and enforce uniform general rules for the government of the schools, and for the graduation of teachers' wages according to the grade of their qualifications. They might also aid the Examiner, and share his responsibility in determining questions of fact and expediency, reserving all questions of law to his decision.

4. The anticipated results are, the promotion of uniformity in the conduct and government of the schools in each county. The instruction of Trustees and Directors in their duties and the best method of performing them. The elimination from these offices, of the ignorant, unprincipled and indolent, and the election of those who are intelligent, conscientious and industrious. The opening up of an official line of communication, whereby a knowledge of the detailed workings of our school system can be transmitted to the superior school authorities, as also by which their advice, directions and decisions can be so returned to, and disseminated among their subordinates and the people so as to be understood and appreciated. That finally, the *thorough* organization of our school officary would be eventually effected, by the formation of District Boards of Examiners and Superintendents, and a State Board composed mainly of representatives from the District Boards—that thus the intelligence of the people would give us the funds, and effective organization, secure uniformity in books, administration and government throughout all the schools in the state.

Discussion of the paper just read was then in order. For this purpose an extension of time was moved.

Mr. Richards spoke of the Massachusetts plan of electing three in each town or district to examine teachers.

Mr. Olcott said he had great respect for the descendents of our Puritan Fathers, and he thought we might do well to pattern after some things they do, and he also thought they would do well to pattern after us in some things, one of which is our school law. He did not hesitate to say that our school system was equal to, if not superior to that of Massachusetts.

Mr. McRae objected to many points set forth by the paper. He thought the County Board should be an executive and not a legislative body. The greatest difficulty which Dr. Brown saw was the difficulty of getting competent persons to fill these offices. The difficulty was not that there were not competent persons, but indiscrimination on the part of the appointing power. Remarks were also made by Mr. Staley, and one or two explanations by the author of the paper.

The following resolution was offered by Mr. Olcott. Resolved that this Association recommend the organization of county boards of education by law, with power to make all needful rules and regulations pertaining to the general government of the schools, selec-

tion of text books, and gradation of teachers' wages. Said board to consist of Trustees, Examiner and Auditor.

Dr. Brown moved to amend the motion to adopt by referring the paper and the resolution to the committee of seven on needed amendments to the school law.

The amendment was accepted and the motion prevailed. The next in order of business was the Ladies' Journal, read by Misses Olivia Meily and Emma Button of Terre Haute. The Journal was very interesting, and was listened to with much attention. Then followed a paper by Geo. P. Brown, of Richmond. Subject, "Township Graded Schools, and County Normal Schools."

The paper assumed that money was the great desideratum in the advancement of our educational system. There is no good reason why the teacher should be an exception to the rule which provides that the laborer is worthy of his hire. We have a large school fund, but the yearly revenue only gives \$2 per annum for the education of each child in the State. If our present Legislature should enact a law similar to that formerly passed allowing the levying of local taxes for school purposes, it is said the present Supreme Court will sustain it. While it is true that good teachers are necessary to secure good schools, it is equally true that a liberal provision by the State is necessary to provide good teachers. One State Normal School is inadequate to supply teachers for the ten thousand schools of the State. The important change required in our school laws is to make it obligatory upon the township trustees to establish high schools instead of leaving it to their discretion. The course of study in this school should be as extensive as in the best schools of our cities. More money is now expended by a few in sending their children to a distance than would support these schools in many townships. The remarks of the paper upon the manner in which the County Institutes are now engineered were witty and caustic, and seemed to be appreciated by the audience.

The paper advocated an appropriation by the State for District and County institutes, and stated that the whole expense would not exceed \$8,000 per annum.

The following are the measures which the paper was intended to advocate.

1st. The enactment of a law by this Legislature allowing cities and corporate towns to levy taxes for tuition purposes.

A township high school in every township.

3d. The employment of two or more competent Superintendents of County Institutes.

4th. A provision by law for District Normal Institutes.

Adjourned until 2 o'clock P. M.

AFTERNOON SESSION.

The Association was called to order by the President at 2 o'clock,

Mr. Shortridge moved that an auditing committee of three be appointed to audit the financial reports of the Superintendents of Normal Institutes held during the past summer. The motion was carried. The committee consisted of the following, Messrs. Daniel Hough, John Cooper and E. H. Staley. The Association then united in singing. The next in order of business was a Paper by Miss Eliza Fulghum, of Richmond. Subject, Geographical Teaching.

The paper gave a sketch of the ordinary difficulties of teaching this branch of school education, and the remark was made that those who had studied the mind and its modes of operation have been able to overcome these difficulties. The proper method is first to employ the perceptive faculties, then the reasoning powers. The pupil should not learn of a place in such a way that he will remember it only as a little black dot on a map. By learning the physical characteristics of a place he can form an idea of the business and character of the people, and if his mind is properly directed he will reason upon the facts he has learned until he will have a picture of the place in his minds eye.

Mr. Sanford rose only to give the paper his cordial and hearty endorsement.

Dr. Brown was glad that teachers were beginning to develop the perceptive faculties. There is no way in which to develop those faculties better than in the study of geography. Nineteen-twentieths of the human minds, are so constituted that they comprehend the ideas of locality much more easily than form, color or other features of objects. Further remarks were made by Mr. Hurty, Mr. Rolf, of Chicago, and others.

Mr. Sanford hoped to live to see the day when every school would have a stereoscope by which the different topographical features may be represented in the next most interesting manner to seeing the objects themselves.

Dr. Brown thought the stereoscope a good idea.

Mr. McRae moved that it is the duty of Indiana teachers to sustain the "INDIANA SCHOOL JOURNAL," and that Mr. Valentine and Mr. Wright be appointed a committee to solicit subscriptions.

The motion prevailed.

After recess the Association was entertained with music by the choir. Mr. W. H. De Motte was added to the committee to solicit subscriptions to the SCHOOL JOURNAL.

The next in order of business was a paper by J. M. Olcott. Subject, "The Philosophy of the New System of Instruction." He said, "Many modern collections of facts mixed with fancies are made popular by shrewdness, and imposing by the name system, are shams—finished off for market something after the style of Patent Medicines. Many of the fundamental principles underlying what we call the new system of instruction belonged to the *Ancients*. It is still an open question as to what should be the material of education as well as to what processes have the greatest effect in developing the whole man. In view of the broad field of useful knowledge, the short time allotted for instruction, and the limited capabilities of children, it is best to educate and instruct at the same time. On this account the *material* of education is inseparably connected with the process of development. One kind of instruction is not needed for gaining information and another kind for 'mental gymnastic.' The education of most value for guidance is at the same time of most value for discipline. Learning the meaning of things is better than learning the meaning of words. The unconscious bearing of the whole educational world in this direction has given expression to the fundamental principle of what we call the new system of instruction viz. "*ideas before words*," and then applying the primary principle of education given to the world by Sir William Hamilton, viz., "the determination of the pupil to self activity, doing nothing for him which he is able to do for himself," the new method chimes with nature and makes melody. The old system of learning by rote, as also all kinds of rule-teaching in which generalization are given first, and based upon the purely dogmatic principles of the old church maxims "Believe and ask no questions" have given way to the better principle that general truths to be of due and permanent use must be *earned*. Every study should have an experimental introduction, but not an experience foreign to itself. The rudimentary facts of all branches of study

by the new system are taught in this way, the term oral instruction embraces much of it. Actual intuition at the beginning of Arithmetic has done away with the juggling business of mechanically operating upon numbers according to *traditionnal rules*. If the system of arithmetical analysis introduced by Warren Colburn, after the manner of Pestalozzie, be applied and kept out of formal abstractions and *formal* analysis all is done for Arithmetic that nature requires.

"Ideas before words" is the guide in the study of Geography. The most concrete things form the groundwork, and taking the advantage of the auxiliary constructive (drawing) method a gradual advance is obtained in perfect consonance with the above fundamental principle of development. The Prussian schools furnish the best type of geographical instruction.

The same principles apply to English Grammar, by means of which pupils are made to "experience" grammar.

They are first taught the meaning of words, and, that words are the integral parts of which sentences are composed, and that their practical use is to express thought. They have use for generalization. When able to comprehend their meaning, to classify words is natural and easy. Their rules are the result of induction. The logic of instruction is much the same in all branches of study, and it requires on the part of the teacher, first to study principles and second the mode of applying them.

Then followed a discussion of the paper just read. Mr. J. H. Smart desired to endorse the paper, and spoke for a few minutes upon the importance of many points made in the paper, and exhorted the teachers to take the thoughts there presented and apply them.

Mr. Geo. P. Brown was glad that the paper had demonstrated to us that many things taught by some *new* systems of instruction, are not new, but *old*. He hoped that the paper would be published, that teachers might have access to it. Interesting remarks were made on the subject by Dr. Brown, Mr. Hough, Mr. Thompson and Mr. Rider. Dr. Tuttle did not see so much difference between what are called the *old* and *new* systems of instruction. He thought both contained necessarily a good deal of *rote* if successful. For instance, in learning latin, we must first learn the regular order of the cases, that the singular number precedes the plural, &c.; and how can this be learned in any other manner than by constant application. "You must wear a rut in the memory so deep that nothing can obliterate it."

Mr. Olcott wished to explain his position, and did so in such a manner as to occasion much pleasantry among the members of the Association. Adjourned.

EVENING SESSION.

7 o'clock.

The Association was called to order by the President. The exercises were opened with singing by the choir. The President announced miscellaneous business. On motion of Dr. Brown the amendment of the Constitution, pertaining to changing the time of holding the Association, was taken up. Messrs. McRae, Olcott and Brown favored, Messrs. Bell and Coyner opposed. The time having arrived for the regular exercises of the evening, on motion, the resolution was for the present laid on the table.

The President next introduced the Hon. B. E. Rhoads, of Vermillion County, who was received with applause. The subject of his address was "Professional Teaching," which was listened to attentively, and received with great favor. The principal points which the speaker made were

1. Professional teaching furnishes a good and sufficient motive for earnest, efficient, devoted labor.
2. The literary responsibility of teachers demands that teaching be made a profession.
3. The advantages to be gained in professional teaching are thoroughness and efficiency.
4. The reciprocal influence of the instructor and instructed.
5. Professional teaching in the common schools will raise the standard of scholarship in the academies, colleges and universities, and *vice versa*.
6. Professional teaching will cause an augmentation of teachers salaries.

At the conclusion of the address Mr. G. P. Brown offered a resolution of thanks to the speaker which passed unanimously and with a hearty good will.

Mr. Paige then favored the Association with an excellent Solo entitled "Mrs. Lofty and I."

The President then announced miscellaneous business, and Mr G. P. Brown offered the following:

Resolved, That this Association hereby tenders a vote of thanks to the Central Committee on Institutes for the efficiency with which they conducted the four State Institutes held during the last summer, and that we would favor the holding of similar Institutes at some time during the coming year.

Mr. Wright opposed the resolution on account of too great taxation of the energies of the teachers of Indiana to teach ten months, and then work during the warm weather at Institutes.

At the suggestion of the President the question was divided. He thought that no member would oppose the first part of the resolution, but that there might be a difference of opinion with regard to the second part. Also that it was not desirable to vote upon the first part until the committee had made its final report.

Mr. Merrill moved to lay the whole resolution on the table.

The motion prevailed.

Mr. Hurty moved to take up from the table the resolution pertaining to change of time of holding the Association. Carried.

Mr. Hurty spoke at length in favor of the change.

Mr. Hadley thought we would lose much by the experiment, that he had never seen an Association better attended than this one and was therefore opposed to making any experiments.

Mr. Twiss, of Ohio stated that the same subject had been under discussion at their Association, and he thought that next summer they would change to the holidays.

Further remarks were made in favor of the resolution by Messrs. Olcott, Brown and Merrill, and in opposition by Messrs. Shortridge, Jesse Brown and Bell.

The question was called for, and the resolution was lost.

Mr. Cooper offered the following:

WHEREAS, The Board of Trustees, of the Indiana State Normal School, in pursuance of the power vested in them, are preparing to erect a large and commodious building for the accommodation of the school, therefore,

Resolved, That this Association petition the Legislature to grant them an appropriation sufficient to erect and furnish such a building.

Resolved, That the Trustees be requested to rent a suitable building for the immediate use of the Normal School, until the new building shall be completed.

Resolved, That this Association will encourage in every possible manner the Board of Trustees in their earnest endeavors to secure the speedy completion of such a building as they have determined upon, and that this Association will not be satisfied with one less commodious than that now proposed by the Board.

Resolved, That a copy of these resolutions be submitted to the Trustees of said Normal School.

Pending the discussion of these resolutions the Association adjourned.

THIRD DAY.

December 28, 1866.

The Association was called to order at 9 o'clock by President Hoss. The devotional exercises were conducted by Dr. R. T. Brown.

After music, the minutes were read; and with a few corrections and suggestions, stood approved.

On account of the absence of two of the Committee on return passes over the railroads, Miss Eliza Cannell was added to the committee.

The President said that he hoped that the good order thus far maintained in the Association would be continued; and that gentlemen would not wedge in any extra speeches, as the Association would have a heavy day's work to perform, and members would need to confine themselves strictly to the business before them.

The next in order of business was an address by Rev. Dr. C. P. Jennings, of Lafayette. Subject, "What are the Duties of Teachers in regard to the Health of their Pupils?"

Every one must have observed that health is the exception and disease the common condition of the people. But God did not intend this to be so. And so far as this is a consequence of the apotaxy of the race, we are living under a remedial system. But the natural condition is health, and disease is unnatural. Therefore there must be responsibility somewhere for this sad fact. A large part of this responsibility belongs to society, and our modern form of civilization which promotes disease, and the largest part of it to parents who neglect their duties to their offspring. But some of it belongs to school trustees who are responsible for the proper construction of school edifices. But teachers also have some respon-

sibility, and it was to this subject that attention is invited. The parent and the State commit the children to the care of the teachers for certain hours, and they will not be fit for their duties without health. Further, God himself will hold the teacher to this responsibility.

The first thing for the teacher to do is to be observant of the position of the pupil. God has made the erect position necessary to health, and the teacher should, during school hours have his eye upon the pupil to see that he is not in a position which will entail upon him a flattened chest and other physical deformities. The next thing the teacher should observe continually, is the temperature of the school-house. His eye should watch the thermometer. Then the teacher should have keen olfactories, that he may be able to detect at once a vitiated state of the atmosphere. He seldom entered a school-room without observing a state of the atmosphere which was once denominated by a member of a Presbyterian General Assembly as "vicious atmosphere." The teacher should have an eye or rather a nose for this, and upon the first indication of such a state of the air, he should lower the sash. Then the light of a school-room was of importance. Light is cheering, and if a school-room is darkened, it produces a depressing effect upon the pupils.

But the body is not the principle part for the preservation of which the teacher is responsible. The health of the mind is his greatest charge, but the health of the body is influenced by the mind. The teacher should understand the laws which regulate the action of the mind upon the body, and know how to give the mind the preponderance over the body. If care is not taken the animal nature will gain the ascendancy over the child's intellectual and moral nature, and the result will be disastrous. He was an old fogey and had a great reverence for the old systems which had produced men whose equals he would like to see at the present day. But there were great excellencies in the modern system; it had also its faults.

One of the vices of the new system, that is of the new system when "run into the ground," was the teaching that nothing should be taken on trust. The child ought to be taught to trust, and not to distrust his teacher, his parents, and the accumulated wisdom of the races. This plan of teaching a child to want a reason for every thing would produce skeptics. The child when it grew up would say, "I cannot understand the Bible, therefore I will not believe it."

It produced "Young America." In conclusion he would have the teacher remember that the child is to be educated not only for this life but for the next also. He was not one of those who would exclude religion from the school-room. If a child is trained to aim at worldly rewards alone, to seek for fame and wealth and worldly property, then will come ambition and greed of gain, and then the overtaxed brain, and disordered health, insanity and suicides.

Mr. R. C. Smith of Lafayette, said he would ask the privilege of telling a story appropos to a part of the address. A boy who had been taught that he must not take anything on trust was learning his alphabet. The teacher told him that the letter she pointed out was "A." He asked, "How do you know that it is A?" Somewhat staggered she at last said that her teacher had told her so. "How did she know it was A?" was the next question. He was told that the knowledge was derived from a parent or some other teacher. "Well, how did they know it was A?" "I don't know," was the reply. "Well," said the boy, "I don't believe it."

Dr. Brown gave his experience in Master Samson's School, and drew a comparison between the *old* and *new* systems of teaching. Further remarks were made by Messrs. Olcott, Hobbs and Wiley.

After recess the Chairman of the Executive Committee announced that the *book agents* who have favored the Association with their presence, are made responsible both as to the place of meeting and order of exercises for the Social Reunion this evening. Mr. Hough was chosen Chairman of the Committee.

On motion of W. H. Wiley Messrs. L. A. Estes, J. H. Smart and Valois Butler were appointed a committee on resolutions.

Then followed the Ladies' Journal read by Misses Eliza Cannell and Emily Johnson of Indianapolis. It was listened to with much interest by the Association.

After the Journal, a paper was read by B. C. Hobbs, President of Earlham College. Subject: "How can we best promote moral instruction?"

The paper assumed the inspiration of the Bible, and spoke of the high regard paid to it by the State, the family, the school and the university. While the Scriptures unfold doctrines hard to be understood, they yet contain much that a child can understand on all the subjects which can interest the human mind. The necessity of including the Bible among our school books was enforced; and it was insisted that it should be made the constant study of all the

schools in the State. The Bible is the only book, ancient or modern, which can furnish a standard of truth. The usefulness of the Bible to the teacher under all circumstances was enforced and illustrated. The paper was listened to with great attention.

Dr. Tuttle moved a vote of thanks to President Hobbs for his able and instructive address, and that a copy be requested for publication.

Dr. Tuttle also spoke at some length in favor of the use of the Bible in our common schools, and gave an interesting account of a visit made by himself to one of the Ward Schools of New York City.

Mr. Olcott moved to amend the motion of Dr. Tuttle that the address be published in the city papers of Lafayette.

The amendment was accepted, and the motion prevailed by a standing vote.

The tickets for the election of officers for the ensuing year were then distributed.

After some explanation in regard to candidates, and the manner of voting the Association adjourned.

AFTERNOON SESSION.

The President called the Association to order at 2 o'clock P. M. The following report of the Treasurer was submitted to the Association and received.

As Treasurer of the Indiana State Teachers' Association I respectfully offer the following annual statement:

Received of former Treasurer.....	\$166 04
Interest on same 1 year, at 10 per cent.....	16 60
Received on Initiation Fees.....	102 00

Total receipts..... \$284 64

Paid expenses present meeting past..... \$19 00

" Parsons (on Ex. Com. order)..... 30 00

\$49 00 49 00

Total in Treasury..... \$235 64

Of this amount \$156 60 is loaned at 10 per cent. interest, with good security. The balance 79 04 is in my hands.

W. H. DE MOTTE, *Treas. Ind. Teachers Asso.*

Lafayette, Dec. 28, 1866.

A. C. Shortridge, Chairman of the Institute Committee then offered the following report. On motion of Mr. Miller the report was received and the committee discharged.

The committee appointed by this Association at its last annual meeting with instructions to organize and hold at least four State Teachers' Institutes, ask leave to report the following, as some of the results of its action :

The committee arranged for the holding of four institutes : One under the immediate supervision of Mr. Laird, at Laporte. One under the supervision of Mr. Hadley, at Peru. One under the supervision of Mr. Hurty, at Greensburg. One under the supervision of Mr. Hunter, instead of Mr. Rice resigned, at Bloomington.

As Instructors to assist and take part in all these Institutes, the committee selected Hon. E. E. White, of Ohio ; Richard Edwards, President State Normal School of Illinois ; and Mrs. Mary H. Smith of Oswego, New York.

The length of time agreed upon by the committee for the continuance of these Institutes, was three weeks. And to enable the Instructors before mentioned to visit and labor in all, it was arranged to open two of the Institutes, viz. : Laporte and Bloomington, on the 16th of July ; and the other two, viz. : Peru and Greensburg, on the 23d of July.

The committee would also report that more than five hundred teachers attended these Institutes as follows, to-wit :

At Laporte.....	Males	.....	Females	.....	Total	70
" Peru.....	"	42	.....	"	62	..... " 104
" Greensburg..	"	75	.....	"	110	..... " 185
" Bloomington.	"	65	.....	"	104	..... " 169

Total.....528

Probably fifteen or twenty of this number should be deducted for teachers two or more times enrolled, as some attended more than one Institute.

The following is presented as a statement of the receipts and disbursements :

	RECEIPTS	DISBURSEMENTS
At Laporte.....	\$826 50.....	\$826 50
" Peru.....	407 00.....	417 80
" Greensburg....	847 00.....	847 00
" Bloomington...	682 60.....	696 70
	<hr/>	<hr/>
	\$2263 10	\$2287 00

The committee further report that the interest manifested by those in attendance was very commendable. The instruction given, both by the Instructors from abroad and those of our own State, was of a high order; and the benefits accruing were sufficiently great to amply remunerate for the expense and labor attending the holding of these Institutes.

The following is submitted by the Chairman of the Central Committee as a report of moneys received and expended. To-wit:

RECEIPTS.

Received of J. G. Laird.....	\$123 00
“ “ H. Hadley.....	227 00
“ “ J. Hurty.....	227 00
“ “ D. Eckley Hunter.....	227 00
Total.....	<u>\$804 00</u>

EXPENDITURES.

Paid Mrs. Mary H. Smith, for services and expenses....	\$130 00
“ Richard Edwards “ “ “.....	327 85
“ E. E. White “ “ “.....	235 00

Laporte not included,

Paid Printing.....	48 80
My own expenses.....	36 00

Total... .. \$777 65

Balance in my hands..... \$26 35

From the above it will be seen that there is a surplus in my hands of \$26.35. Unless otherwise ordered, \$24.40 of this amount will be used to reimburse Messrs. Hadley and Hunter, for moneys paid out beyond receipts. This leaves a balance in my hands of \$1.95, subject to the order of the Association.

All of which is respectfully submitted. A. C. SHORTRIDGE.

On motion, Messrs. Loomis, Hall and Thompson were appointed to collect the votes and count them.

Mr. Hough, Chairman of the Auditing Committee, then made the following report, which was received and the committee discharged.

The committee appointed to audit the accounts of the State Central Committee on Institutes, beg leave to report:

They have examined such papers as have been placed in their

hands, and find the report of the Chairman, as made from the reports of the different members of the committee who conducted the several Institutes, correct.

Those who conducted Institutes No.'s 1, 2 and 4, reported *each* item in their receipts and expenditures; but in the report of Institute No. 3, they find the *receipts* are made up from *tuition* and other *sources*, the *expenditures* are charged to Messrs. Shortridge, Kidd, Graser, and *sundries*. The Committee have no means of knowing what "other sources" and "sundries" are; therefore they can rely only on the report of the Superintendent, who so ably conducted that Institute.

DANIEL HOUGH, } Committee.
E. H. STALEY, }

Mr. Bell moved that Messrs. Shortridge, Wiley, Hall, Cooper and Miller be appointed a committee to nominate a Central Committee to hold at least four Normal Institutes next summer. The motion prevailed.

The next in order of business was the Ladies' Journal, read by Mrs. G. C. De Vault, of Lafayette. The Journal was very interesting, and was well received by the Association. The Association then took recess.

After recess the order was a Paper by A. C. Shortridge, of Indianapolis, Subject: "Duties of City School Superintendents."

The speaker stated that the subject of moral education was omitted, for the reason that it had already been ably presented by Professor Hobbs. He said a distinction must be taken between the duties of a Superintendent and those of school principal. By a superintendent is meant one who is responsible for the teaching of every child within his jurisdiction, but not one who necessarily sees every such child a dozen times in a year. The supervision of schools is a profession. The superintendent must see that a well arranged course of study is prepared, so that every branch of study shall be introduced and no undue prominence given to any. The course should be so arranged as to be symmetrical, that is to say, so that it will develop every faculty properly. In addition to this course it should be remembered that the faculties first developed should be first exercised. The order in which the faculties are developed is first perceptive, second, the imagination, third, the reasoning powers. The paper went into the details of the duties of superintendent in the classification of studies, graded schools, selection of text books, &c.

The Committee on Election made the following report.

President, Joseph F. Tuttle, Montgomery Co., and A. C. Shortridge, Indianapolis, who declined.

Vice President, A. W. Sanford, Grant Co.

" " J. H. Smart, Allen Co.

" " Jesse Brown, Wayne Co.

" " Geo. P. Brown, Wayne Co.

" " E. H. Staley, Clinton Co.

" " Miss H. Tobey, Vigo Co.

" " Olivia Neily, Vigo Co.

Secretary, Miss Eliza B. Fulghum, Wayne Co.

Treasurer, J. T. Merrill, Tippecanoe Co.

Chairman Executive Committee, J. M. Olcott, Vigo Co.

Executive Committee, W. M. Craige, Jefferson Co.

" " Hiram Hadley, Wayne Co.

" " A. J. Johnson, Hendricks Co.

" " Miss Libbie Summers, Ohio Co.

" " Mrs. Geo. P. Brown, Wayne Co.

" " Miss Mary Wardell, Tippecanoe Co.

Mr. McRae, Chairman of the Committee on needed amendments to the School Law, made the following report:

The committee on amendments to the School Law recommend;
First, The adoption, substantially, of the amendments proposed by the Superintendent of Public Instruction, and the convention of school examiners. *Second*, That the State revenue for tuition be increased. *Third*, That every incorporated city, town and township should be authorized to levy the necessary taxes to continue the respective schools after the State funds are exhausted. *Fourth*, That there should be a system of school boards organized on such a basis as will secure an experienced element, and a more efficient local supervision. *Fifth*, That the Superintendent of Public Instruction and the committee appointed by the examiners' convention be requested to present these resolutions to the Legislature.

On motion, the report was adopted.

Mr. Cooper's resolutions were taken up and the following substitute was unanimously adopted.

Resolved, That this Association most respectfully ask the General Assembly at an early day in the coming session, to make such appropriations as are necessary for the speedy completion and furnishing of the State Normal School building.

On motion of J. T. Merrill, Mr. W. H. Paige was appointed committee on music for the coming year.

The following report from the committee on the President's address was received from the Chairman and concurred in.

The committee to which the President's address was referred would respectfully report:

First, That we most heartily endorse the recommendations, so ably presented in the address, of a more careful and general study of the principles of our Government in the common schools.

Second, That as the most important of the points contained in the closing summary of the address are embodied and recommended in the report of the committee on amendments to the School Law we deem no further action necessary.

Jesse H. Brown, W. H. DeMotte, R. T. Brown committee.

The Committee on Resolutions reported the following which were adopted.

Resolved 1st, That our thanks are hereby tendered to the City Council of Lafayette for their appropriation for the purpose of defraying the miscellaneous expenses of this meeting: Also

2d, To the citizens, for their generous hospitality in entertaining the lady members of the Association.

3d, To the various hotels that have made a liberal reduction in their price of board to our members. Also,

4th, To the Superintendent and teachers of the City Schools for their earnest labor to render our meeting pleasurable and useful.

Resolved, That the thanks of this Association are due and are hereby extended to the several Railroad Superintendents who have granted to its members free return passes over their respective roads, viz., Indianapolis & Cincinnati, T. W. & Western, New Albany & Salem, Columbus & Indiana Central, Bellefontaine & Indianapolis, Terre Haute & Indianapolis, Evansville & Crawfordsville, and the Chicago & Great Eastern.

Resolved, That we are very especially under obligations to those who have added so greatly to the interest of the occasion by their sweet strains of soul inspiring music.

Resolved, That our warmest thanks are due the various papers of the State for advertising the meeting of this Association, and espe-

cially to the press of this city for their able and full reports of its proceedings.

Resolved, That the thanks of this Association are due to Dr. Jas. E. Baker, for the interest manifested by him in obtaining free return passes over the Toledo, Wabash & Western Roads

L. A. ESTES,	}	Committee.
YALOWIS BUTLER,		
J. H. SMART.		

Mr. Sanford offered the following which was adopted:

Resolved, That the Association respectfully ask all school officers and teachers to insist upon the daily reading of the Bible in each of the Public Schools, as a part of the opening, or other regular exercises.

The following was offered and adopted:

Resolved, That the Indiana Teachers' Association recognize and appreciate the efforts of the Hon. G. W. Hoss, Superintendent of Public Instruction, to render the noble School Fund of Indiana available and productive.

A. C. Shortridge made the following report:

Resolved, That four Institutes be held during the coming summer; that in the eastern part of the State to be superintended by J. H. Brown, that in the western part by J. M. Olcott, that in the northern by J. H. Smart, that in the southern by H. S. McRae. For Chairman of Central Committee W. A. Bell, with same general instructions as those of last year. The report was concurred in.

The following was offered by Mr. Campbell:

WHEREAS, The Congress of the United States has authorized the use of the *metric system of weights and measures* therefore

Resolved 1st, That we will use our best endeavors to secure the early and exclusive adoption of this system.

Resolved 2d, That we recommend the use of *centigrade* instead of *Fahrenheit Thermometers*,

Resolved 3d, That a committee of five persons be appointed by the President to co-operate with other Associations and individuals in securing the above desirable objects.

The committee appointed to carry out the Metric system of weights and measure consisted of the following gentlemen: Hiram Hadley, Professor Campbell, L. A. Estes, J. M. Olcott and W. H. De Motte.

Mr. Rider moved a vote of thanks to the President Hon. Geo. W. Hoos, for the able and impartial manner in which he has presided over the session of the Association. Carried unanimously.

On motion a vote of thanks was returned to Hiram Hadley, Chairman of the Executive Committee, for his untiring efforts to make the Association a success.

Mr. Twiss of Ohio, invited the members of this Association to attend the next meeting of their Association to be held at Columbus, Ohio, next summer.

On motion of J. M. Olcott, the paper submitted to the Association by Mr. Smithmyer, of Indianapolis, but which was not read for want of time, was referred to the Editor of the INDIANA SCHOOL JOURNAL for publication.

On motion, all the papers read before the Association were referred to the Editor to be published in the JOURNAL.

Mr. Hough, Chairman of the Book Agents Committee on Social Reunion, reported that an entertainment would be given at the Bramble House at 8 o'clock P. M. to which all the teachers were most cordially invited. Tickets containing the names and address of the agents who were to give the supper were then distributed to the members of the Association.

On motion the Association adjourned *sine die*.

WILLIAM H. WILEY, *Secretary*.

A COMPLIMENT FROM ACROSS THE WATERS.—In a recent letter to the London Daily News Professor Goldwin Smith says:

"That the condition of society in one of the free States of America is happier and sounder though less highly cultivated than it is here, is a fact as to which I can scarcely imagine the existence of two opinions among those who have been accustomed to study society in the interest of all its members and not in the interest of a class. There is abundance of evil in these communities which as well as the good has been stirred up and brought to the surface by the struggle through which they have just passed. But on the whole in a social point of view they are the leading shoots of humanity and show the direction in which human society generally will advance."

VALUE OF VOCAL MUSIC IN SCHOOLS.—I here introduce a fact which has been suggested to me by my profession and that is that the exercise of the organs of the breast by singing contributes very much to defend them from those diseases to which the climate and other causes expose them. The Germans are seldom afflicted with consumption nor have I ever known but one instance of spitting blood among them. *This I believe is in part occasioned by the strength which their lungs acquire by exercising them frequently in vocal music* for this constitutes an essential branch of their education.—*Dr. Rush*.

SCHOOL OFFICERS' DEPARTMENT.

EXAMINATION OF TEACHERS BY STATE BOARD OF OF EDUCATION.

Whereas, the State Board of Education will be called together at Indianapolis in March or April; and whereas, it is supposed and hoped that there are several teachers in the State desiring to be examined by the Board, for the purpose of obtaining "State Certificates," I desire hereby to request all who design presenting themselves for examination at the time named, to inform me of that fact; indicating, also, the exact time from the 4th of March to the 26th of April, that would be most convenient for attendance.

To avoid mistake concerning time, it must be observed that it is not proposed that the time indicated by any member will of necessity be the time chosen for the meeting of the Board. All that is meant to be said, is that the other and regular business of the Board is of such a character as to allow a margin in time, such as indicated above, hence will allow some modification in accommodation of teachers wishing to be examined.

Concerning this examination, I may be allowed to express the earnest hope, that a goodly number of applicants will be present. There are many teachers in the State abundantly able to pass the examination required, hence, should make some effort so to do. The reasons for so doing are both personal and professional; personal in the fact that the contemplated certificate carries with it *honor*, also confers *rights*. This certificate is to be "valid throughout the State, and during the lifetime of the holder, unless revoked by the Board;" hence, supercedes all subsequent examinations by either county or State authorities. Such are some of the personal reasons. The professional reasons are found chiefly in the fact that every teacher who takes a higher rank in his profession, does something, by and through that higher rank, to elevate this profession. This is a non-selfish argument, I grant; but it should never be forgotten that every member of a profession or calling ought to have a zealous regard for the honor of that profession.

LEGAL REQUIREMENTS.

The law makes the following requirements touching these examinations: "Said Board may grant State Certificates of Qualification to such teachers as may, upon a thorough and critical examination, be found to possess eminent scholarship and professional ability, and shall furnish satisfactory

SCHOOL OFFICERS' DEPARTMENT.

77

evidence of good moral character. They shall hold stated meetings, at which they shall examine all applicants, and those found to possess the qualifications herein above named shall receive such certificate, signed by the President of the Board, and impressed with the seal thereof; and the said certificate shall entitle the holder to teach in any of the schools of the State without further examination, and shall also be valid during the lifetime of said holder, unless revoked by said Board. Each applicant for examination shall, on making application, pay to the Board five dollars as a fee." (See School Law, Sec. 155.) This fee goes into the State Treasury, and not to the benefit of the Board.

REQUIREMENTS BY THE BOARD.

In July, '65, the Board issued a circular setting forth the conditions necessary to the receipt of a certificate. For the benefit of those who may not have that circular in their possession, its principal requirements are inserted here:

I. MORAL CHARACTER.

Satisfactory evidence of good moral character.—Certificates from School Trustees, from teachers of high standing, ministers of the Gospel, and other reliable parties, will be regarded as satisfactory evidence of such character.

II. PROFESSIONAL ABILITY.

1. Thirty-six months successful teaching or superintending; ten of which shall have been spent in this State.
2. A high degree of proficiency in the theory and practice of teaching.

III. SCHOLARSHIP.

1. An accurate and comprehensive knowledge of the six branches prescribed by law. (See Sec. 147 School Law.)
2. Physiology and History of the United States.
3. Elementary Algebra, Geometry through the first three books, and First Principles of Natural Philosophy.
4. Physical Geography and First Lessons in Botany.
5. Elements of Rhetoric and Elements of Mental and Moral Science.
6. Constitution of the United States, Constitution of Indiana and School Laws of Indiana.

IV. EXTENT OF SUBJECTS.

As a means of indicating the extent to which some of the subjects named above should be mastered, the Board decided that a mastery to the extent presented in the following books would be sufficient:

Physiology—Cutler's Anatomy, Physiology and Hygiene, or Lambert's *History of the United States*—Common School, by Quackenbos, Goodrich, or Wilson.

Algebra—Robinson's or Ray's Elementary.

Geometry—Robinson's, Davis' or Loomis'.

Philosophy—Quackenbos' or Wells', through subject of Acoustics.

Physical Geography—An amount equal to that given in Allen and Shaw's Comprehensive Geography.

Botany—Woods' Object Lessons in Botany, or Gray's How Plants Grow.

Rhetoric—Quackenbos' Part II.

Mental Philosophy—Upham's Abridged.

Moral Science—Wayland's.

Constitution United States.

Mansfield's Political Manual.

Mansfield's Political Grammar.

In conclusion, the belief is again expressed that there are many teachers in Indiana amply able to pass an examination on the branches above named; also, the hope is again expressed that a goodly number of applicants will be present at the next examination. The exact time of this examination will be announced in the next number of the JOURNAL.

Parties wishing further information will please address

GEORGE W. HOES, *Pres't of Board.*

STATE BOARD OF EDUCATION.

SEC. 153. The Governor of the State, the State Superintendent of Public Instruction, the President of the State University, the President of the State Normal School, when the same shall be established, the Superintendents of Common Schools of the three largest cities in the State, shall constitute a Board, to be denominated the Indiana State Board of Education. The size of the cities shall, for this purpose, be determined by the enumeration of children, for school purposes, annually reported by School Examiners to the Superintendent of Public Instruction. The Superintendent of Public Instruction shall, *ex-officio*, be President of the Board, and, in his absence, the members present shall elect a President *pro tempore*. The Board shall elect one of its members Secretary and Treasurer, who shall have the custody of its records, papers and effects, and shall keep minutes of its proceedings; *Provided*, That such records, papers, effects, and minutes, shall be kept at the office of the Superintendent, and shall be open for his inspection.

—School Law.

EDITORIAL—MISCELLANY.

STATE TEACHERS' ASSOCIATION.

We suppose it unnecessary to call the attention of the reader to the full and well prepared report of the Association, as presented by the Secretary. We suppose further, that no apology is necessary for giving so large a share of this number of the JOURNAL to this report.

In view of the fullness of the Secretary's report, but little needs to be added, unless it be to state a few incidental facts. It may, therefore, be stated,

1. That the attendance was, from best evidences, larger than that of any previous session of the Association. The number of names reported by the enrolling committee was 304. Additional, it is presumed that there was a very considerable number present who did not give their names to the committee.

2. The order and good feeling of the Association was excellent,

3. The papers and discussions were of a remarkably practical character and usually of a high order of merit. The moral tone of several of the papers was note-worthy and significant, giving pledge, as we believe, of a higher moral culture than has yet prevailed.

The only criticism we have to make on the papers is, that in general they were too long. Not too long for the subject or for the hearers, but too long for the time allotted in the programme, resulting usually in cutting off discussion.

4. The Ladies' Journals were excellent—certain pieces possessing rare beauty and tenderness.

5. We hold it to be a matter of sincere regret, that the entertainment on the evening after adjournment included dancing. We impute no bad intentions to the committee providing this entertainment; yet, while this is true, we hold that they committed an error. The moral status which the law and community have fixed for teachers, rules out such public diversions.

6. In conclusion, we may be allowed to say to that large number of teachers who never attend the Association, that they can hardly realize how much they lose by their absence. They lose the instruction given in the exercises; also, to some extent, the plans and objects of the Associa-

tion. They lose the inspiration always imparted by large bodies when actuated by common interests and seeking common results. And higher, and perhaps purer, they lose that noble feeling of fellowship and fraternity which so eminently characterize our profession.

It is hoped that many who were absent last session will be able to be present at the next ; giving and receiving their share of counsel, inspiration and friendship.

MARION COUNTY INSTITUTE.

In the latter part of December, the annual Institute of Marion County was held in Indianapolis. The Secretary has as yet forwarded no report, hence, wishing not to anticipate that report, we pass with but a remark or two.

1st. About one hundred names were enrolled.

2d. The Institute was considered an eminent success.

3d. The teachers were eminently pleased with the management of the Institute, and with the instruction. The management was the work of the Examiner, Pleasant Bond, and a large portion of the instruction was the work of Hon. E. E. White, one of Ohio's ablest and most accomplished educators. If Mr. White always does so good work, we hope he will not only wait over the border, but often cross the line into Hoosierdom.

4th. Three evening lectures were delivered ; two by Mr. White and one by the writer.

5. A series of resolutions of considerable length was adopted, among which were the following :

1. That every teacher in Marion county should take and read the INDIANA SCHOOL JOURNAL.

2. That every Trustee should furnish each school house in his township with a Bible, an Unabridged Dictionary, a Globe, Outline Maps, and Reading Charts. He should also pay for having the rooms kept warmed.

3. That we regard Hon. E. E. White, of Ohio, as one of the leading educators of our country, and that we highly appreciate the very able and practical course of instructions he has given us. We also express our hearty thanks to those other instructors who have labored with us so earnestly and efficiently.

4. That the Institute has been a success, and that our thanks are due our County Examiner for the efficient manner in which he has conducted it.

SCHOOL OFFICERS IN THE LEGISLATURE.

A very encouraging number of school officers are members of the Legislature now in session. In the Senate is Hon. Will Cumback, who has for the last two years been President of the School Board of Greensburg, Decatur County. In the House, is Hon. Theodore Stackhouse, recently Examiner of Orange County; Hon. Jacob T. Bird, recently Examiner of Gibson County; Hon. Hezekiah Shook, recently Examiner of Ripley County; Hon. D. M. Stewart, formerly Examiner of Rush County; Hon. Elijah Newland, executive member of the School Board of New Albany; Hon. William Skidmore, recently Township Trustee in Vermilion County; Hon. Emil Bischof, recently Township Trustee in Vanderburg County; and Hon. John Ratliff, School Director in Grant County.

There are doubtless others, but we are not now in possession of the facts. There are also several ex-teachers, among whom is prominent Major Kinley, Senator from Wayne.

Knowing the eminent ability of some of these members, also their interest in education, there is reason to hope much from them.

EDUCATIONAL COMMITTEES.

Senate.—Hon. Will Cumback (chairman), T. J. Oason, Isaac Kinley, J. B. Niles, C. S. Pariah, Bayless Hanna, J. H. Vawter, and William Taggart.

House.—General W. E. McLean (chairman), Hiram Wasson, Theodore Stackhouse, William Smith, Emil Bischof, John Ratliff, and Clement R. Cory.

From the above, the friends of education may know,

1. To which members of the Assembly educational Legislation is specially committed.
2. To whom may be addressed suggestions, proposed amendments of the law, &c.

TOWNSHIP LIBRARIES.—The new books, are now being boxed preparatory to sending to the respective counties thence to the townships. Number of volumes already purchased 28,292, and a provision to purchase a few more for the larger cities. A mine of truth from which we trust many a youth will delve the golden sands of wisdom.

FACTS AND FIGURE.—Total School Fund of Indiana up to December, 1886, \$7,611,337.44.

Average cost of tuition per pupil per month, in common schools last year, \$1.16.

Average daily attendance of pupils in all the common schools of the State, 254,539;

Whole number of children of school age in the State, 559,778.

THE LITTLE CHIEF.—The first number of this work is on our table. This is a sixteen paged, double column monthly adapted to children and youth. It is largely illustrated with wood cuts, and presents an attractive appearance. If this number is a fair index of future issues, we feel safe in saying this paper will receive a cordial welcome from the little folks.—Published monthly by W. W. Dowling and A. C. Shortridge, Indianapolis. Subscription, \$0.75 per annum.

FREE TUITION.—I shall be pleased to furnish any needy and worthy young man a scholarship for free tuition for one, two or three years, in one of the leading colleges of our State. Preference is given to a wounded soldier or soldier's orphan. Good habits and moral character especial conditions. Any wishing further information will write me at Indianapolis.—EDRSON.

PUBLISHERS' PROSPECTUS.—We call the attention of our readers to the Publisher's Prospectus on second page of cover. The time has surely come when the JOURNAL should be in the hands of more than one-eighth of the teachers of our State. The State Convention of Examiners think the same. These are the sentiments of the Examiners as expressed at their convention in March 1886, namely:

"As a means of communication, as well as a Journal of reading and information we regard the INDIANA SCHOOL JOURNAL an indispensable organ."

It is sincerely desired that all teachers and examiners will give aid in circulating the JOURNAL.

GOOD INK AND PENS.—Per courtesy of Mr. Sumwalt of firm of Warden & Sumwalt, Booksellers of Indianapolis, a box of good steel pens and a bottle of Mitchell's superior "Writing Fluid," have been placed upon our table. Many thanks for the favor.

INSTITUTE.—From the *Waterloo City Press*, we learn that the teachers of De Kalb County held a successful Institute a few weeks since. The number enrolled was 89; average attendance 54.

A prize of a dictionary was offered to the township furnishing the largest average attendance. Smithfield Township won the prize.

ALLEN COUNTY INSTITUTE.—From the *Fort Wayne Gazette*, we learn that the Allen County teachers held a large Institute on the week before Christmas. The enrollment was over 100; average attendance, 60.

A permanent Institute association was organized, constitution and by-laws adopted, and officers elected. The *Gazette* says this is the first Institute held in the county. This is a late start for so large and wealthy a county as Allen.

"Still I live."—*The last words of Daniel Webster.*

"More Light."—*The last words of Goethe*

"This is the last of earth—I am content."—*Last words of J. Q. Adams*

FROM ABROAD.

ILLINOIS.—Professor Edwards terminated his editorial connection with the *Illinois Teacher* with the December number '66; Mr. Wm. M. Baker takes his place.

In the latter part of last year, the President of Illinois Colleges held a conference to consider collegiate interests and education in general.

TENNESSEE.—The Legislature of Tennessee has refused to pass a bill establishing a system of Common Schools; 26 voting aye, 33 nay. As of old, men still love darkness rather than light.

CALIFORNIA.—From November number of *California Teacher* we glean the following for school year ending June, 66:

Number of children in State between 5 and 21 years.....	84,042
Enrolled in school.....	55,173
Average daily attendance.....	38,989
Length of school in months.....	61
Average monthly wages of Male Teachers, board included.....	\$73.00
Female.....	57.00

AMERICAN JOURNAL OF EDUCATION.—The December number of the *American Journal of Education* comes with much good matter and many fine engravings. These engravings represent distinguished educators from different States, and from various fields of labor. While it is no part of our purpose to "puff" this work, we may say that it is worthy of a place in any educator's library.

ANOTHER GIFT.—Mr. Loring Andrews has recently made a gift of \$100,000 to the University of the City of New York.

ECCE HOMO.—The author of "Ecce Homo" has at last been found, in Seely, of University College, London.—*New York Teacher*.

UNIVERSITY CONVOCATION. N. Y.—At the University convocation of New York, last year, some most important measures were discussed, and some adopted.

Discussed.—"A thorough knowledge of the Holy Scriptures an indispensable element in a school education."

"The introduction of *Christian* Greek and Latin into Colleges."

"Art Education in Colleges."

In 1865 the Convocation adopted and submitted to the various colleges of the State a grade of qualification requisite for admission to college.

It is to be hoped that other States will follow the good example of New York.

JOHN RUSKIN is candidate for the Oxford Professorship of Poetry, (England), which will be vacant next spring.

BOOK TABLE.

THE PRINCIPLES OF LATIN GRAMMAR, with a complete index. By Peter Bullion, D. D. New York, Sheldon & Co. 12mo, pp. 390.

With due deference to the scholarly reputation of Dr. Bullion, this work proceeds on a method radically objectionable. This method is that of presenting all the rules, exceptions, notes, conjugations and declensions without accompanying exercises. In the use of this book the pupil spends all his effort in the work of committing; never once within the space of three hundred and ninety pages, being relieved by the translation of a single line. This system may make adepts in rules and principles, but it is harder on the pupil than making "brick without straw."

FIRST LATIN READING BOOK, containing an epitome of Cæsar's Gallic Wars, and Livy's Lives of Distinguished Romans. By William Smith, LL. D. New York: Harper & Bros.

The first thirty pages of this work after the introduction, are made up of extracts from Cæsar's Gallic War. The next one hundred pages are devoted to the lives of distinguished Romans, beginning with Romulus and closing with Augustus. The next one hundred and thirty pages are devoted to Notes, and Roman Antiquities; and the remainder, is a Dictionary.

The chief aim of this book so far as declared in the preface, and inferred from its arrangement, is to furnish juvenile Latin for juveniles. This aim has in a fair degree been attained.

RAY'S REVISED ALGEBRAS PARTS I AND II, published by Sargent, Willson & Hinkle, Cincinnati.

The Publishers announce in the preface, that each volume has been subjected to a careful and thorough revision.

This work presents a clear paper and a fair and usually attractive page, thus showing a good mechanical execution. In subject matter, we have no means at present of comparing the new with the old, but naturally enough suppose it an improvement. Ray's Algebras have long been before the public, and have received an endorsement in a high degree complimentary.

THE ATLANTIC MONTHLY, A Magazine of Literature, Science, Art and Politics.

This work holds firmly and ably its former high rank. Many of its articles are the products not of facile pens only, but of strong brains. The prospectus for the current year presents a corps of contributors which are an earnest for the present volume.

Subscription \$4.00 per annum. Ticknor & Fields, Publishers, Boston.

HARPER'S MAGAZINE. This magazine is popularized by wood cuts, and by articles of the narrative and romantic type. Added to the above is occasionally an article of rare finish and force.

Subscription price \$4.00 per annum. Publishers, Harper & Bros. New York.

THE LADIES REPOSITORY, This work is characterized by chasteness, elegance, and piety, carrying into every home it enters the aroma of purity, faith and affection.

Published monthly by Poe & Hitchcock, Cincinnati; \$3 50 per annum.

THE WESTERN CHRISTIAN ADVOCATE, This able paper is an organ of the Methodist church; is published weekly at Cincinnati, at \$3.00 per annum.

INDIANA SCHOOL JOURNAL.

GEORGE W. HOSS, A. M., *Editor.*

VOL. XII.]

INDIANAPOLIS, MARCH, 1887.

[No. 3.]

HOW CAN WE BEST PROMOTE MORAL INSTRUCTION?

BY B. C. HORBS, PRESIDENT OF EARLHAM COLLEGE.

[Read before the State Teachers' Association and published by request of same.]

This question is one of very grave importance. It involves the interest of both Church and State; of the church, because its future prosperity and power must depend on how much the educator is concerned in the evangel work; of the state, because on it depends the order, obedience, industry, wealth, intelligence and patriotism of its citizens.

Moral instruction, as defined by Webster, has reference to the "relation of conformity to the true moral standard or rule; the quality of an action; a principle or sentiment when tried by the standard of right; the quality of an action which renders it good;" "the conformity of an action to the Divine Law or the principles of morals;" all of which may be summed up thus: instruction which conforms to, and develops the Divine Law.

God has written His Law in two ways. One in the mind, and the other in the Book; yet it is the same in both. They who are without the Book, are a law unto themselves. They who have the Book, have both an internal and external evidence of the Divine will.

I shall assume for truth, that the Book has been "written by inspiration of God;" that "it is profitable for doctrine, for reproof, for correction, for instruction in righteousness, that the man of God

may be perfect, thoroughly furnished unto all good works;" that whatsoever it contains "was written for our learning," and that "secret things belong unto God but those that are revealed belong to us and to our children;" and that the Book—the Bible—is not *only Divinely inspired*, but *genuine and authentic*, and designed to be the supreme law of nations as well as of individuals, and the standard for the educator, the citizen, the ruler, the judge and the patriot as well as of the Christian; that its mission is to the rich and the poor, the wise and the ignorant, the believer and the unbeliever; that it needs nothing to be added or subtracted, and that it is adapted to the family, the school, and the university; and demands a respect for its prerogatives in the councils of state and in the diplomacy of nations.

When our Divine Law giver took our flesh upon Him and lived with men, He conformed His life to the statutes and precepts of the Bible, and in the hour of His temptations and sufferings as well as when they spread garments and palm branches in the way and cried, "Hosannah to the Son of David," his eye was ever on the Scriptures declaring both to Satan and to men, they must needs be fulfilled, they cannot be broken. "Heaven and earth shall pass away, but my word shall not pass away."

While it unfolds doctrines hard to be understood and which angels desire to look into, it contains precepts and wisdom that a child can understand. It has daily food for every order of mind and every grade of society. It speaks of plants and animals, of the earth, sea and air, of the sun, moon and stars, of time and eternity, of the wicked and the good, of saints and of angels, and of the Great Jehovah Himself as no other book has spoken or can speak. To this Book all things must be brought and by it all must be tried. For that end it was given, "See that thou do all things according to the pattern shewn thee in the mount," is a commandment that lives in all its force.

Not long since while witnessing an examination of the students of a Normal School in a neighboring state, the question was presented whether the Bible should be taught in the Common School? The young lady to whom the subject was assigned made an affirmative answer with appropriate modifications. A gentleman present who claimed the distinctive qualities of Judge and Trustee, and whose councils are known in the Giant City of the north-west, took occasion to warn the teachers present, who might, in days to come

pour rich instruction over the souls of that rich land, that Illinois had made it her policy to exclude Bible Instruction from her schools lest they should prove nurseries of *sectarianism*. How would that decision have sounded to Moses at the foot of Sinai, who required the Law to be taught by every parent and teacher on every day of the week. Let us look at this subject.

In the capital of our state may be found a tasteful photographic exhibit of the wise men of 1851 who framed our State Constitution. This work, the 13th Article excepted, is a monument of their wisdom. In that fundamental code they say "Knowledge and Learning, generally diffused throughout a community, being essential to the preservation of a free government, it shall be the duty of the General Assembly to encourage by all suitable means, moral, intellectual, scientific and agricultural improvement," and in the year of our Lord, 1865, the General Assembly of Indiana in obedience to this Constitutional obligation made it the law of the land that the *Bible shall not be taken out of our common schools*. I infer from this indirectly that the Bible is made by law the standard of morals in Indiana, leaving our sister state and his judgeship to determine what is the standard for Illinois.

If we have not the Bible for our standard to what do we appeal for the right? To our laws? They are ever changing, and emanate from the imperfect judgment of men. They do not rise above the moral sense of the people by whom and for whom they are made, and therefore can be no standard in the higher or supreme sense of the term. The Christian only obeys them, when, by doing so, he is not required to violate the Divine Law.

Having defined moral instruction, and the favor of law having given our standard a place in the common school, the academy and the college, it remains to be shown how this work should be done. Let the Bible itself direct us. In the time of the Judges and Kings of Israel this was their only school book. In every synagogue was a Sabbath school. The whole people were here required to meet as often as the returning Sabbath and hear the reading and exposition of the Law. During the week as they sat in their houses or walked by the way, it was to be diligently taught to their children.

Their conduct in that day socially, civilly and religiously, was held up before the law to see whether it was approved or condemned. The obedience of children was clearly taught, and the child that honored his father and his mother, his days should be long

in the land. "A wise son maketh a glad father." "My son bear the instruction of thy father, and forsake not the law of thy mother, for they shall be an ornament of grace unto thy head and chains about thy neck." On the other hand how severe are the judgments for the disobedient; "A foolish son is the heaviness of his mother." "Cursed be he that setteth light by his father or his mother, and all the people shall say amen." "The eye that mocketh at his father and despiseth to obey his mother, the ravens of the valley shall pick it out, and the young eagles shall eat it." And yet the Judge says it will not do to teach this doctrine in Illinois. What beautiful lessons! How a teacher's heart would go out with such precepts and admonition, and melt a school into tenderness, gratitude and love, and raise the minds of those creatures of immortality into an upper life and show them how much our Great Law-Giver is to be both feared and loved.

Again it sometimes happens in the teacher's experience, and it is with the school and teacher that I have now mainly to inquire, that truth and falsehood must be examined and contrasted. We may search the tomes of ancient and modern times, and where, in all the diversified systems of their philosophers and wise men, do we find a standard of truth. It took a pure intelligence familiar with the councils of the Omniscient to give man a true standard. Pilate asked the question, what is truth? The Son of Mary answered it in language that the world is slow to hear, in His prayer to the Father when He said, "*Thy word is truth.*" Again hear the Psalmist, "The Law of the Lord is perfect, converting the soul; the testimony of the Lord is sure, making wise the simple; the statutes of the Lord are right, rejoicing the heart; the commandments of the Lord are pure enlightening the eyes, the judgments of the Lord are true and righteous altogether." "Grace and truth come by Jesus Christ."

As the child is taught thus to venerate and admire this sublime standard, how aptly can we introduce the statutes of the Decalogue "Thou shalt not bear false witness." In other words, thou shalt neither lie nor cheat, for the command embraces both. "He that speaketh truth sheweth forth righteousness." "The lip of truth shall be established forever; but a lying tongue is but for a moment." "Lying lips are an abomination to the Lord, but they that deal truly are His delight." "Commit thy ways unto the Lord, trust also in Him and He shall bring it to pass, and He shall bring

forth thy righteousness as the light, and thy judgment as the noon-day." "These six things doth the Lord hate, yea seven are an abomination unto Him, a proud look, a lying tongue, and hands that shed innocent blood, a heart that deviseth wicked imaginations, feet that be swift in coming to mischief, a false witness that speaketh lies, and he that soweth discord among brethren." "As a mad man who casteth firebrands, arrows and death, so is the man that deceiveth his neighbor and saith am not I in sport?"

There is no evil perhaps that has a worse effect on community than deception and falsehood. Even in respectable society we find doubtful integrity. You call upon a friend and he invites you to dine; oh no I do not wish to eat. At the same time you are quite hungry and hope he will press his hospitality, or you accept his kind offer and he tells you that he is afraid his dinner will not suit you when really he is seeking your praise.

You call upon your friend who is not quite in reception style and the servant is instructed to say "not at home." A merchant fearing his short stock may work to his disadvantage overtells his customers that the article wanted is on the way, or with a window full of goods and little behind the counter he tells you he has plenty more in the cellar, and shrewdly goes to a neighbor shop to purchase your supply pretending to have drawn upon his own stores. The butcher blows up his meat to make it fat. The dandy paints his sandy hair and whiskers black. Children are deceived to induce them to take some nauseous dose. Parents cheat them out of pie and cake by lying. A young lady is teased about her beau and she uses the English language much to her disadvantage because her heart has never sincerely loved the truth. Amelie Opie has written a good little work on lying, in which she handsomely exposes malicious and cowardly lies, black lies, white lies, lies for fun and lies for politeness; all of which soon look odious when we can hold them up before the Bible. No false way can stand before the pure light of Heaven.

How can we so effectively impress the mind of the young with their duty to God, and to man, as by showing clearly the Higher Law. Profanity, intemperance, idleness, pride, selfishness, jealousy, ingratitude, politeness, magnanimity, Sabbath breaking, theft, love, kindness, duty to Government, all the qualities that make up character either good or bad, may here be seen by tracing the beauty of the one and the deformity of the other.

But you say we all understand this! How can it be accomplished? That is the question. I will try to answer it. We must prepare ourselves for the work, by reading, by meditation and by prayer; we must feel our responsibility, our accountability; but we have human nature to deal with, and being crafty we must catch it "with guile," by our arts. A boy is angry and revengeful, I know he cannot be sensible of his faults now, I will wait my time, I will in a week or more upon opportunity, bring this subject out in my scripture lesson and show it up in all its deformity, briefly but clearly; I will not seem to refer to him but I will not let him escape, he shall be left without excuse. A young woman is vain and fond of the dance, I will, on a fitting occasion show her the character of Herodias and her daughter, and how their accomplishments live in sacred history, their nature and their fruits. Herod himself shall not escape, and the boy that makes rash promises and contends that he must always execute them because they were made can see the condemnation and remorse of that weak man; Our Savior condemned the son that kept not a good promise, and commends the one that broke a bad one.

This question has much to do with honor among boys and we should labor to define the law of honor as it is given by the Divine Law and seen by angels.

There is a right time, as well as a right way to reach the mind, and we learn these best by being under a sincere desire for the welfare of those we would bless.

I believe in Providences. Experience as well as the Bible teaches me to be a believer. Would you master a bad heart and right up a school when breakers look rough before you? Go to your closet and ask Him who is a Spirit that He will, by that working by which He subdues all things to Himself, so put fears in the way of evil counsel, and so soften the hard and impenitent heart that it will yield to a better nature. When he who would labor for others is willing to work in this element he will find himself in possession of the most effective power, for controlling those around him. I have no sympathy with that specious philosophy which presumes that God made the universe and then left it to take care of itself. I believe that not a sparrow falls to the ground without His notice; that the very hairs of our head are numbered; that He knows our thoughts before they are uttered; "that He is not very far from each one of us; that in Him we live and move and have our being; that He gives us life and breath and all things; that the preparation of the heart and the

answer of the tongue are of the Lord." "Men ought always to pray and not faint," and "the prayer of a righteous man availeth much."

The human heart perpetually needs a melting power in it; without this it is hard, selfish, incorrigible. Where can we look for this power but to the throne of the Omnipotent who created and sustains the universe? When His Spirit goes forth nought can restrain it. When we can prevail with it to work for us, where is the limit to its power?

Some may question this theory; I have tried it for twenty years and feel safe in recommending it as the superior remedy for infirmities in the teacher as well as the student. Under its influence *care, caution, forethought, prudence, love, generosity, kindness, magnanimity, justice, all the better qualities* of the heart, rapidly develop and blend their benign influences; while in the Divine Presence, anger, envy, jealousy, revenge, hatred and all the evil genii stand abashed and retire.

God meant that teaching should be done in this element that He might be honored in the work and that the teacher might learn to praise Him for it. He is a jealous God and will not give His praise to another, and His blessings are guaranteed only to those who honor Him. We are slow to believe it and still slower to act; hence, the reason why the world moves so tardily in moral reform. In proportion as we work in harmony with God's laws we shall realize His blessing to attend our labors.

There is something exceedingly interesting and instructive in the practical life of Mary Lyon, the founder and soul, for many years, of Holyoke Seminary. How forcibly her life illustrates the course I here attempt to commend; with a prayerful heart and with Bible in hand she labored, labored in faith and hope, and her labors were abundantly blessed. Her life still lives and it will live. How earnestly and aptly she held up the gospel mirror before indiscretion and impropriety in their multiplied forms, and gave "line upon line and precept upon precept, here a little and there a little," bringing them perpetually "to the law and to the testimony."

The Bible abundantly testifies of the eternal power and Godhead of its Author by things that are seen. There are men now, who try to scale the heavens, and find the abode of the blessed through some empyreal region which their own fancy has made. They study nature and shut their eyes upon the "Alpha and Omega," the "Root and the Offspring of David." They choose to live in the

sublime yet cold region of libertine mind, and can see no beauty in "Him who cometh from Edom with dyed garments from Bozrah," "Who treadeth the winepress alone and of the people there was none with Him." How much the heart suffers in this desert air! This siroc causes multitudes morally to perish, that by living and thinking in a more genial air, like Milton and Newton, might have honored the name of Him who liveth and was dead.

There is to me a peculiar beauty in the thought that the Author of the Bible is the Author of Nature; that He who gave us the history of creation in the Pentateuch gave it also in the rocks. There is beauty in the thought that He who bowed the heavens, and came down and took flesh upon Him; in whom dwelt all the fullness of the Godhead bodily; who stood upon mount Sinai and gave us a law, and on Calvary and gave us redemption, was the creator of the mountains and the valleys, of the rivers and the seas, of plants and animals, of the great expanse of the universe. There is something touchingly instructive in the thought that what we call the Laws of Nature, is but the way God works. He who is the same yesterday, to-day and forever, is uniform in His operations and we call that uniformity *Law*. How cold is the philosophy of nature when we study it abstractly when there is no blending it with the power and presence of that Divine Energy which pervades the universe!

When this great leading idea can have a ruling power in our minds we can throw light and moral power into the sciences. The traces of Divinity can be discovered in the rocks, the plants, quadrupeds, insects, reptiles, in the wind, and in the clouds in the darkness and in the light, as well as in the planets, comets and the fixed stars. We need to have our whole circle of sciences more effectually baptised into a moral element, that they may be cleansed from skepticism, and infidelity and the refrigerating power of Pantheistic philosophy. We need to elevate learning in the common school, the academy, and college, that it may warm and vitalize in the Sun of Righteousness. This genial power will be felt and acknowledged when the glory of the knowledge of the Lord shall cover the earth as the waters do the sea. All our systems of instruction will be on the Lord's side, our books will more clearly acknowledge Him, nor will states be afraid to teach His law or have it taught.

Another preparation for this work is to command a fund of information gleaned from narrative, anecdote, illustration or nature, which may be woven into design for the purpose of teaching the law

of kindness, forgiveness, benevolence, deception, falsehood, tattling, detraction—any habit that may need correction on the one hand or to be inculcated on the other.

To do this a teacher must give his mind a wide range, and when he reads, or discovers objects either in the animal or vegetable kingdom, he makes each contribute something to his general supply, and he will so classify and arrange them in his mind that simple suggestion will readily call them up on a fitting occasion.

It is said of Lord Brougham that when any great question of importance presented itself for consideration, he could tax any science for aid, so versatile was his mind and so varied were his acquirements.

We must not be narrow in our range of thought; we need to take comprehensive views of human nature and of the philosophy of mind, and to remember that we are making the men of the next generation; if our work is imperfectly done the moral as well as intellectual standing of the world will fall by that much below its proper standard. Let us then feel that a solemn work is upon our hands, and study well our calling as a profession, and by earnest and effectual labor dignify it.

The power of the teacher is above estimate. In the community, in the church, in the state and nation, the noblest and best men have first been molded into form by the teacher, and for good or evil his impress will remain through the diversified life of the future man.

But you are not yet satisfied. Some are asking how can we teach the Bible and avoid questions that involve the merits of water baptism, the supper, episcopacy, universalism, and all other vexed questions that arise to divide the churches?

I answer, that these are questions that may be regarded as "strong meat" and rarely need be considered in the common school. If considered, the design should be simply to state what are the views of different commentators without pressing any particular interpretation, doing justice to all, I hold a teacher bound to entertain a profound respect for conscientious believers of every persuasion.

The apostle Paul was a noble example for all after time in this respect. He could bend his strong and discerning mind, in his love for the salvation of our race to every grade of religious sentiment, while he lived a practical example of pure and complete Christian faith. He was no sectarian. His bond of union was "Jesus Christ and Him crucified." His tolerant spirit spake out in memorable language "let

every man be fully persuaded in his own mind." While he was a clear and fearless expositor of the Gospel law, he was careful never to press his doctrines only as they could be readily entertained.

The work under consideration affords abundant common ground. Practical duties rather than contested doctrinal questions, are what the teacher should regard the object of his work; but were the question still pressed should he be still sectarian in his teaching, what next? I would say better have such teaching of Bible truths, than none. But this is the gloomy side of the picture. We need not harbor such fears much less suffer them to control us. Let us raise better and higher standards. If we *will* that the Bible *must* be taught, and believe there is a *right way to teach it*, we can earnestly and honestly meet the question on its merits, and develop our system. Teachers will soon learn what is the professional standard and conform to it. I have much faith in the common sense of men in general, if we undertake a work in good faith and an honest purpose, the world will discover it. If we do it with our minds anchored in the assurance that God will help our efforts, we will be blessed.

Is it the generous hearted, liberal minded Christian that is afraid of the Bible in the school? Watch him well, scrutinize his life and motive. Is he loved in the church or does he coldly stand aloof and *philosophically* say the state is not interested in this question? It should be left to the churches. States, politicians, fortune-makers, and *great men*, have no interest in this subject.

A few years ago the Sabbath school was watched with an equally jealous eye. How is it now? In the morning one denomination has its school open for all, and teachers of every evangelical people *who will work*. In the afternoon many of the same teachers are found in other churches equally earnest. Denominational distinctions are forgotten in the common interest.

I like to see all religious people honestly at work and controlled by some conscientiously entertained religious faith. Let every man by such lights and helps as he may find, earnestly thread his way into a religious belief that can lay hold of eternal life, but liberty of conscience is a right, and a due respect for the opinions and belief of others, is a duty, that we have need to give profound consideration. I fear too few discover their depth, or their importance to both church and state.

When we entertain correct views on these subjects we are prepared to inspire the youth around us with kindred feeling and *pre*

lightly upon their attentive observance the importance of the Sabbath and its duties, and to strengthen the hands of religious people of whatever name or locality, in the great work of moral and religious duty.

We have a further necessity for Bible literature to be studied in every stage of education from infancy to mature age. The precepts here learned are the great antidote to that tide of *isms* and deceptions with which his Satanic Majesty is accomplishing his own paralyzing work in the earth. Modern spiritualism can see itself in the demoniac of Gadara, in the sooth-saying maid of Philippi, in Simon of Samaria, and in the daughter of the widow of Syrophenicia. This book of books comes up to our aid in doctrine and precept, in law and in prophecy giving the history of God's dealings with men, of His providences, of all those things under whatever guise, that set themselves up against His kingdom, of the influences that tend to the rise and downfall of nations as well as of individuals.

How nobly does Indiana, the state whose air it was mine first to breathe, how nobly does she stand among her sister states, upon whose statutes may be found by authority of the General Assembly of 1865, of her Governor and Secretary of State, the requisition that the Bible shall not be taken from the common school, memorable for time and eternity; words which mark an era in the history of states and inspire us with anticipations of the day when "the kingdoms of this world shall become the kingdoms of our Lord and His Christ." A sovereign state has placed its insignia upon the Holy Book, and in an age when truth does not go backward. Let it live there, be taught there, triumph there gloriously until the generation who have its impress upon their hearts shall find their way into the legislative halls, into the offices of state and nation, into the gubernatorial and presidential chairs, into the diplomatic corps as well as into the church. Yes let it remain there and do its work effectually on mind and heart for its Author shall keep with it, and "the sword shall be beat into plowshares and the spears into pruning hooks;" "the lion and the lamb shall lie down together;" justice and mercy shall meet together, righteousness and peace shall kiss each other for the Lord God Omnipotent reigneth.

THOMAS HUNTER, Esq., Principal of Grammar School No. 85, New York, receives a salary of \$4,150 per annum.

THE TEACHER'S TRUST.

[This and the following article were taken from the Ladies' Journal published by the teachers of Terre Haute, and read before the State Teachers' Association.]—Ed.

The following picture, if unlovely in its truthfulness, is like the portrait of Queen Elizabeth drawn without shade. In the year of 1862, every teacher employed in the Public Schools may have noticed a number of names on the Record of children whose parents had escaped the horrors of living in a land of desolation and bloodshed, and had come "North" in hope of obtaining a better home. On my list was the name of Mellie Arnott, a member of one of these families. At the beginning I found myself warmly attached to her, and my sympathies enlisted in her behalf, for I noticed in the dignity and thoughtfulness which characterized her, the elements of a good scholar, although I discovered she was almost totally deficient in the first principles of our text books. But she pleaded so earnestly to be retained in my room, and promised to keep pace with the others by learning her lessons out of school hours, that I consented, and contrary to rules, Mellie was spared the mortification of being placed in a department with smaller children. Upon my expressing surprise at her deficiencies she replied, "That she had never gone much to school, they kept school differently in the South, it was always *pay school*." She learned in a short time that the "teacher" was her champion, when some of the children undertook to "tease this *new girl*" who had run away from "Dixie," and intruded herself into their school. Every unkind taunt that could be enumerated in the vocabulary of school girls, was thrown at her. The gentle girl wept bitterly but uttered no complaint. When I learned these facts, I talked with them about the advantages they were enjoying, and how little they appreciated them; how this young girl had come among them in all her fragile beauty; that her famishing soul was thirsting for the hidden waters of knowledge that they in their selfishness would deny her, and with their unjust anger had thrust her aside. I tried to impress upon their mind the deep import of that sacred injunction: "Be not forgetful to entertain strangers for thereby, many have entertained angels unawares."

The feelings of the generous, but frivolous girls were probed to the quick; they were willing to ask her forgiveness, and begged to be reinstated in my favor. All past offenses were freely forgiven and Mellie went home with a happy smile on her sweet face.

The term was rapidly drawing to a close; Mellie had made advancement far beyond my expectations. I had frequently noticed at intermission that she was in her seat, occupied in reading. A desire to know what branch of study had attracted her from her merry companions outside, prompted me one day to walk to her desk, and as I leaned over, she quickly looked up, and a bright flush overspread her face as she stammered, "excuse me Miss, I took your Bible from the table without permission." Instantly I comprehended the truth. That young and tried heart, not only thirsted for knowledge, but that panting soul was longing for the water of eternal life. I felt for an instant the burden of a soul resting on me, I turned silently away for tears would come welling up from my heart, but in the busy hum of the school room that hungry soul was forgotten. Examination day was fast approaching, lessons were revised and conned with a marked zeal; amid all this work of preparation my mission was forgotten or neglected; and thoughts of Mellie's conversion were drawn from my mind.

Vacation had come again; I went to revisit my childhood home, greet dear friends, and talk of the sunny hours ago, and thank God that mine had been a *happy childhood*. Oh! how brightly shone His sunshine on thy innocent and pure pathways; why are the sweet dreams of youth forgotten? "I would give the hopes of years, for those by-gone hours," for those bright days when to *live* was to *rejoice*. I thought many times during that visit of my favorite scholar, and wondered if hers had been a happy childhood. Instinctively I remembered the day that I found Mellie reading in the "teacher's Bible." I felt a consciousness of not having done my duty toward that gentle girl. What if she *had no Bible* at home? The question startled me, and I resolved to know more of her history, and on my return make amends for past neglect. September found me again in the school room, kindly voices greeted me, and bright glad eyes shone with rays of affection for her, who had been their friend and instructress, but I missed among that number the gentle tone, and loving smile of Mellie Arnett. Thinking she had removed from the district, I dismissed all thoughts of her in the busy routine of school life. October came tinted with all the glory

of autumn time; flowers were fading, winds moaned a requiem for nature's departing beauty; "passing away," was written in distinct but mournful lines on all around. One day during this season, a message was brought me, in the form of a request, "to visit the house of Mrs. Arnott, whose daughter Mellie was lying dangerously ill,"¹ and wished very much to see and converse with the "teacher" before she was called to pass that "unknown river from whence none return."

I inquired the way to that humble abode, I entered with saddened and agonized thoughts, for I had learned the character of its inmates before entering. A fear of public opinion made me hesitate on the very threshold, but a yearning to again behold that gentle being who had shared so largely in my affections, overmastered pride, and I found myself at her bedside. She was only the shadow of what had once been my beautiful scholar. That fatal disease, consumption, had been at work in that frail tenement all those warm wearisome June days, and I in my thoughtlessness had failed to detect symptoms of the destroyer, in the hectic flush and languid air of my pupil. The mother, a wasted and sorrow stricken woman told me in her simple language how Mellie had drooped and faded day by day and oh! said she, she wanted to see you so much, *oh she loved you so*, and when the doctor told us she must die, we *sent* for you. At this moment an elder sister entered; there were traces of beauty in her face, but a life of shame had left its sickening impress on her once pure brow; I uttered an inward prayer, a prayer of rejoicing, when I comprehended the providence of God in taking Mellie from the evil to come, from the vile associations of those "whose steps go down to death, and whose feet take hold on hell." With a heavy heart but with a desire to be with that dying girl, I left, after telling the mother that I would come again and converse with her child. After dismissal in the evening I hastened again to a scene fraught with so much misery and sorrow. I talked to Mellie about dying, she was ready and willing to go; she had not felt so one week ago, and *then*, said she, "dear teacher, I wanted you so much; there was such a dark, dark cloud before me when I tried to pray, but it is all brightness now," she raised her feeble arms and drew me down, to her. They *are so wicked* here, oh! God will you not try to save them? I will not be here long, something tells me that my hours are numbered. In heaven we will meet. I went to call in a Minister for I realized that death was very near that household, but *are* I

returned, that grim tyrant who waits not for earthly footstaps, had entered, demanded the fair flower, who like a Lily broken at the stem, had drooped and fallen to the earth, its mother. We were too late—but she needed no missionary then, her peace had been made, and like the Master she had trodden the winepress *alone*. That young heart had been thrice tried in the furnace of poverty, sorrow and disease, had been fitted for the Master's use. Amid that grief stricken company of miserable women, amid the fierce clamor of their hopeless-sorrow, her freed spirit had burst its earthly fetters, and plumed its wing for heavenly flight into God's pure air. Up! up! child of earth through the realms of infinite space to the Throne of the Eternal, into His presence who seeth not as man, nor rewardeth as man rewardeth. No loving hand smoothed thy dying pillow, no gentle mother led thee into the sanctuary, nothing as a guide in the thick darkness, but an occasional reading from the teacher's Bible. "To whom much is given, shall much be required."

As I stood beside her grave and heard the hollow rattling of earth upon the coffin lid, I asked myself the question, have I been in earnest? I heard the echo of the fearful no! upon my own soul. What I resolved, God knoweth. Do we recognize the rights of the soul by loving one another, and performing good deeds toward all mankind? Have we discovered in our explorations that every being has a mission to fulfill, an influence to be felt? The little seed we throw by the wayside, will not perish; it will be guarded and nurtured by angels, and shall grow and flourish forever. We should not fail then to speak kind words, to cheer the wounded spirit, extend the hand of friendship to the downtrodden. Think not a word of warning will be of no avail. Though the erring one may not heed your counsel that kindly word will come to them again and may lead the erring one back to the paths of virtue. Alas! there may be times when it *will be too late*. Then let us all remember that

"Labor is the master-key in life's great song;
Worthiest, sweetest to be uttered is, and the refrain—
I have not lived in vain."

M. R. L.

LARGE ANCHOR.—The largest anchor in the world has been completed for the Great Eastern, at Wolverhampton, England. Its weight is eight tons, exclusive of the stock; length of the shank, twenty feet six inches; tread of arms, seven feet four inches. It will stand the strain of one hundred tons.

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Mary P. Currie,	"	Joseph F. Tuttle,	"
Mary H. Swift,	"	OHIO.	
Angusta F. Brown,	"	Libbie Summers, Rising Sun.	
Lucy Cochran,	"	PARK.	
Anna M. Tyler,	"	John Chawner, Bloomingdale.	
Clara A. Walker,	"	RANDOLPH.	
J. H. Snoddy,	"	Ella Fisher, Union City.	
Mrs. J. H. Snoddy,	"	Mrs. R. S. Hinshaw, Lynn.	
Sarah J. Miller,	"	Flora Anderson, Union City.	
Maria H. Jones,	"	Ella Anderson,	"
Hanna J. Collins,	"	RUSH.	
Anna Barbour,	"	F. D. Davis, Rushville.	
Kate A. Collins,	"	E. W. Buttet, Carthage.	
George W. Hoss,	"		

SHELBY.

Levi Wright, Shelbyville.
Mrs. Belle Wright, Shelbyville.
Maggie J. Catterson, Brookfield.

ST. JOSEPH.

Jennette C. Frisbie, South Bend.
Julia M. Bacon, "

SULLIVAN.

John M. Osborn, Sullivan.
A. J. Clement, "

SWITZERLAND.

H. S. McRea, Vevay.
Mary A. Rous, "

TIPPECANOE.

Alma D. McCormick, Lafayette.
Mollie E. Morgan, "
Frank E. Ross, "
Sallie Eldridge, "
Kate L. Andrew, "
Lizzie Dakin, "
Mattie Longwell, Battle Ground.
Wm. S. Dalrymple, Lafayette.
W. Brady Adams, West Point.
M. Hazlitt, Lafayette.
J. W. Adams, "
Alvira Herring, Culver's Station.
Nelson G. Smith, Battle Ground.
Mary Wardelle, Lafayette.
J. W. Moliere, "
Mattie M. Bigger, Battle Ground.
William Hoffman, Clarks Hill.
Mary A. Taylor, Lafayette.
Florence S. Conser, "
Emma Haffendon, "
J. L. Merrill, "
John M. Sallius, "
Mrs. G. E. Merrill, "
Thomas McCarty, Battle Ground.
P. O. Vawter, Lafayette.
Mrs. H. C. Kendall, "
Olivia Markham, "
Maggie V. Hoge, "
Jacob Laman, Wabash.
Roswell G. Smith, Lafayette.
Cynthia Pratt, "
Millie Loveless, Clarks' Hill.
Mary Beal, Stockwell.

Helen M. Castle, Lafayette.
C. M. Case, Romney.
Mrs. R. L. Thompson, Lafayette.
M. Anna Thompson, "
Jas. G. Harrison, "
Rev. J. B. Zumpe, "

VERMILLION.

J. F. Compton, Perrysville.
Josia Campbell, Newport.
Emma Davis, Perryville.
Sallie Elbertson, "
Mary Ellis, "
Carrie Evans, "
Marion A. Hill, "
John Richards, Clinton.

VIGO.

Mary E. Caddington, Terre Haute.
Eliza A. Wilkins, "
Emma J. Button, "
Isaac H. Kizer, "
Lizzie Hogshead, "
Maggie R. Love, "
Susan R. Brash, "
Mollie Hasbert, "
Susan Bryant, "
Olivia Meily, "
Maria H. Smith, "
Adelaide Kilgore, "
J. M. Olcott, "
Mrs. Marian, Olcott, "
O. W. Joab, "
Mattie Logan, "
Ellen Broadhurst, "
Dora McClain, "
W. H. Valentine, "
Mrs. W. H. Valentine, "
Wm. E. Adams, "
Wm. A. Robinson, New Goshen.
Wm. H. Wiley, Terre Haute.
W. M. Byers, "
Clara A. Graft, "
Hannah Toby, "
Alvin Flagg, "
Mary Cunningham, "

WABASH.

S. C. Miller, Wabash,
Harriet Fisher, "

Laura Davis, Wabash.

A. F. Kidd, "

Warren P. Layre, "

WARREN.

Jennie M. Crooks, Williamsport.

J. P. Koonse, "

Mary E. Preston, "

M. Goodwine, "

Carrie E. Thomas, "

Martha B. Martin, West Lebanon.

WAYNE.

Hiram Hadley, Richmond.

Clara L. Johnson, Cambridge.

Ann Butterworth, Richmond.

C. W. Hoagin, "

John E. Elder, "

John Cooper, Dublin.

Jesse H. Brown, Richmond.

Elma Fletcher, "

Mary L. Brown, "

J. M. Coyner, Centerville.

Dene S. Wurthin, Richmond.

Silinas Hodgins, "

G. H. Grant, "

Rebecca N. Johnson, "

Eliza Fulghum, "

Elizabeth Jarrett, "

Mary Jarrett, "

Lue Lemons, Cambridge.

Clara Johnson, "

Phebe Ann Leas, New Garden.

S. J. Daphorse, Richmond.

Laura Osborne, Economy.

Jennie Baldwin, Williamsburgh.

Geo. P. Brown, Richmond.

Anna M. Winder, "

Abbie L. Fuller, "

Lizzie Mendenhall, "

Josie A. Brooks, "

Mary E. Perry, "

Ruth Morris, "

Edward Timberlake, "

Louisa Weeks, "

Hattie M. Case, "

Kate Conner, New Garden.

B. C. Hobbs, Richmond.

WASHINGTON.

Benj. Trueblood, Salem.

WHITE.

William Irelan, Monticello.

T. N. Bunnell, Reynolds.

J. H. Edwards, Monticello.

OTHER STATES.

ILLINOIS.

J. Hurty, Paris.

Miss Maria Davis, Paris.

" Sallie V. Groff, "

" Anna Cole, "

" Meda Cole, "

" Hattie McCord, "

" Lavinia Stant, "

" Emma Antrim, "

" Anna Lindsay, "

" Lizzie Pattison, "

" Lizzie Logan, "

" Sallie V. Wallace, Paris.

Nelson Case, Tolono.

A. M. Coffern, Homer.

John H. Rolfe, Chicago.

W. J. Britton, Paxton.

IND.

Geo. H. Twiss, Columbus.

Sarah H. Green, Leesburgh.

Naomai Goodman, Yellow Springs.

Samuel A. Butts, Cincinnati.

HORATIO N. ROBINSON, LL. D. The author of an able and extended Series of Mathematical works, died at his residence at Elbridge, N. Y. on the 19th of January.

GEORGE PEABODY, it is said, gives away about \$1,000 daily, aggregating within the last fourteen years about \$4,000,000.

OUR CHRISTMAS ANTHEM.

[The following poem is taken from the "Ladies' Journal," furnished by the Teachers' Terre Haute, and read before the State Teachers' Association at its last session—Es.]

Glory to God! began the choral strain
 From Angel Hps, whiffs on Judea's plain
 The faithful shepherds watched their flocks by night.
 Glory to God! floats out upon the air
 Trembling with crimson light, and song
 As drawing near despised Bethlehem.
 The wondering shepherds seek the spot foretold,
 Where He, so grandly heralded on earth,
 Was first to meet their swift expectant gaze.
 Glory to God! they shout, as in the manger laid
 They see their promised prophet, priest and king—
 Beside with fondest gaze the virgin mother sits
 Gazing on Him who evermore shall look on her
 With eyes unsullied by the taint of sin.
 Within the temple aged Simeon shouts
 "Glory to God! now let thy servant hence depart,
 Since on these dim, but waiting eyes
 This happy sight hath burst."
 Glory to God! hear now the glad, triumphant song
 A conqueror o'er death and hell. . He once again
 Is with the faithful band who weep and wait
 His promised rising from the dead—
 Glory to God! the cloven tongues announce
 That high upon His father's throne of light
 He sits; but has not left them comfortless.
 Glory to God! that from this gift let fall
 Upon the sea of time; the circles widening out
 Shall touch each trembling drop that in
 Its turn is dashed upon the Eternal Shores.
 The years circling in centuries, have borne
 Upon their palpitating hearts, with one
 Increasing strain, the name, the glory,
 And the power, of Him whose natal day
 In joy we celebrate.
 This morn, while from Italia's skies, the stars
 Were fleeing far, the glory of the rising sun,
 Within the domes so consecrate
 To deums rose and fell vibrating through
 The perfumed air, encircling white-robed priests
 And virgins fair, as in the misty morning light,
 They drew around the image of the Holy Child.
 Within the snow-clad homes of northern climes,
 Redeemed by Luther's loving heart and deathless faith,
 Behold the tree! fit emblem with its fadeless robe
 Of far eternal fields of living green,
 And in its gifts for loving hearts from loving hands
 Of that from which, in death, the Savior did bestow
 The priceless gift of life eternal on the souls of men.
 Without, clear, rising on the frosty air,
 The anthem, carrolled forth by wand'ring hands,

Recalls the glad Hosannas sung beneath
 The stars of far Judea's dark blue sky,
 How glad the shout! how quick the step! of joy
 How full! the eye suffused with tears—
 Oh Father! if these earthly gifts so touch the heart
 And quicken life with glad surprise
 To loving thoughts, and tender words,
 How boundless are the joys, to which ~~thine~~ heirs
 Entitled are, through Him whose birth we sing.

To-day, the yule-fire burns in stately halls,
 And hangs the green and scarlet holly from the walls,
 The hours o're flow with feast, and song and wine,
 The proud lord smiles to see the noisy mirth
 As piece by piece Old Santa's gifts come forth,
 Drawn from the fleecey heap by tiny hands,
 Those hands, which hung with childish faith
 Where he who creeps through chimneys dark,
 Could never fail to find and fill,
 But shivering in the dim, deserted street
 The pale, bare-footed beggar stands;
 No Christmas fire, or cheer, or gift for him,
 Not yet hath all the earth received the gift
 Of God, good will to men.

"Gloria in Excelsis" America sends up the cry,
 'As through the sea, out from the cloud'
 His hand hath led her forth,
 And now while clashing arms, and battle-cries
 Are hushed beneath the Master's voice
 Which fell upon this wax of strife, as on
 The troubled waves of Galilee,
 Let one glad shout go up from every heart,
 "Glory to God! for peace again."
 Oh Father! can it be that soon Thy Son
 On earth shall hold the sway supreme,
 While one glad Anthem from all lands
 Shall rise, and chiming forth complete
 The song, Glory to God,
 With peace on earth to willing men.

O. M., Terre Haute.

"There is music on the earth,
 There is music in the air;
 And music into birth
 Is bursting everywhere."—

BYLAND T. BROWN.

N. P. WILLIS, The Poet, and for years one of the editors of the *Home*
Journal died at Idlewild, on the 20th of January.
 Thus it is; "Earth to earth and dust to dust."

EDITORIAL—MISCELLANY.

COMPOSITION WRITING.

As we propose two or three articles on Composition Writing, we deem a few preliminary remarks necessary.

1. Composition Writing should not be regarded as an end, but only a means of acquiring a mastery of the English language. He who teaches it for purposes other than this, has, in our opinion, misapprehended its object. This true, the subject at once assumes importance, and merits a large place in the student's course of study.

Without going into argument concerning the importance of skill in the use of the English language, it is enough to say that if there is any branch of learning, after moral duties, worthy of the attention of the pupil, it is the English language.

2. Composition Writing is both a science and an art. It is a science inasmuch as it conforms to definite and known principles of the language. It is an art inasmuch as given rules are employed to accomplish given ends. It is with the art of composition that the young pupil has chiefly to do.

Let no one be alarmed because of our proposing to place art antecedent to science; this is the normal law in the development of the race. Men geometrized before there was a developed science of Geometry; also poetized before there were accepted laws of poetry.

In the fact that the young pupil must deal with the art rather than the science of composition lies the merit of our plan, if merit it has.

3. Composition must be studied in its gradations. Like other studies it has its beginning, its middle, and its end. Hence there is a place of beginning and an order of advancement. He who ignores these conditions, commits, as fatal, and to our mind, as palpable an error as if he should ignore gradation in mathematics. In mathematics, this would result in placing in the hands of the beginner, an arithmetic, a geometry, or a calculus, as whim or chance might determine.

Thus as accident might determine, the pupil might have for his first lesson, the finding of the sum of two beans and three beans, or the demonstration that "in any right angled triangle, the square on the hypotenuse is equal to the sum of the squares on the other two sides." But, in the light of present experience in mathematics, no one is so ignorant or so audacious as to attempt such folly; yet in composition, if rumor be correct, many are not only attempting but practising this folly. Hence,

without a single word of instruction they are requiring their pupils to write compositions; and not only on the simple subject of two beans and three beans, i. e. cat, dog, &c., but on the right angled triangle, i. e. "*Virtue is its own reward*," "*Faith is nobler than reason*," &c. Now apply this method of teaching to mathematics, and if it does not seem kin to madness, our judgment is at fault. Shall we then continue to apply it to teaching composition? We hope not.

4. Composition should be commenced early. For the sake of giving precision to the loose term *early*, we would say, commence whenever the pupil can *write legibly*.

5. Composition should be studied and recited daily. A weekly or monthly exercise in composition will no more master the English language than a weekly or monthly lesson throughout the school course, will master mathematics. More, it will in general as completely fail to awaken an interest in the subject, as a like course would fail in geography, history, &c. No generous enthusiasm can be kindled by a subject that comes to our attention but an hour or two each month. Both experience and common sense affirm this.

6. Composition writing as contemplated in these articles rests chiefly upon the one fundamental principle, namely, LANGUAGE BEFORE GRAMMAR.

This principle, as here applied, is nothing more nor less than saying we may place the *use* of language antecedent to the *science* of language. This is nature's plan, and it is believed that no grammatical theorizing will ever improve this plan. Children, cry, talk and sing, i. e. use language, long before they know aught of its science.

Second. This plan is not only natural, but reasonable. A want revealed through use is much more direct and earnest than a want announced by an instructor. One is felt, the other is (or may be), believed; hence, the one compels action, the other only invites it. Hence, applying these principles the user of the language soon feels this want, consequently is in a condition to commence the removal of this want. Let it be borne in mind that no other process so early or so sharply reveals this lingual want, as composing. Consequently, a reason for composition, and a reason for its coming early in the pupil's course of study.

So much by way of preliminary. In next number we shall endeavor to present some of the processes of teaching composition.

EXAMINATION IN THE METRIC SYSTEM.—Examiner McRae of Switzerland County under date of January 1st, informs his teachers that after date applicants for licenses will be examined as to their knowledge of the Metric System.

EDUCATIONAL LEGISLATION.

Presuming that the friends of education are anxious to learn all that may be known concerning educational legislation, we here give what we can. Before enumerating any particulars, it is proper to state: 1, that only a small amount of legislation is asked for; 2, that up to date (Feb. 14) no bills touching education have passed; this time next month all will be known, and in the April number of the JOURNAL all will be made known to our readers.

WORK UNDER PROGRESS.

1. *Township Trustees*.—A bill has passed the Senate lengthening the term of office of Township Trustee to *three years*; and changing time of entrance upon office to Wednesday following first Monday in June.

2. *Special Tax*.—A bill has passed the Senate changing the limit of special tax from 25 cents to 50 cents on the hundred dollars.

3. *General Amendments*.—A bill is before the Senate awaiting its third reading containing substantially the amendments proposed in the December number of the JOURNAL.

4. *Local Taxes for Tuition*.—A bill is before each branch of the Assembly, proposing that Townships, towns and cities may levy local taxes for purpose of tuition after the expenditure of the general revenue.

5. *Normal School*.—A bill is before the House proposing the appropriation of the Township Library Fund for 1867 and 8, for the completion of the Normal School building. The amount contemplated in the bill is \$100,000.

6. *Amendments of the Constitution*.—There is a bill before each branch of the Assembly, proposing the passage of the constitutional amendment inaugurated last session. This amendment guarantees the right to cities and towns to levy local taxes for tuition.

7. *Debate on Amendment*.—As an indication of certain members' views on this amendment and on the school system generally we extract a part of the debate in the House, as reported in the *Indianapolis Daily Journal*. We do not of course, by this insertion vouch for the absolute accuracy of the report, but suppose it accurate in the substance of what each member said.

"*Report*.—Mr. McLean's joint resolution [H. B. No. 8] proposing an amendment of the State Constitution so as to enable cities and towns to levy taxes for the purposes of common schools in addition to the revenue derived from the State, coming up—

Mr. Crain explained that it was a mere formal re-enacting of the Constitutional Amendment, proposed by the last Legislature for ratification or rejection by the people.

Mr. Kiser opposed the joint resolution as a scheme of plundering the people

Mr. Wolfe took the floor against the proposed amendment. He deprecated the ordinary college course of instruction, as lacking in what is practical. It was negligent of the physical constitution. We should teach our children to be practical—first to work. If he would find common honesty he would look to the rural districts, where practical, physical education was most respected. Then he objected to the amendment as opening the way to increase the burdens of taxation. He insisted, also, that the time when our present Constitution was adopted was more favorable to a wise determination of all these public questions than the present. Our system of education was a mistake; and the tendencies were too great toward extravagance.

Mr. Bird replied to Mr. Wolfe's objections. There was nothing now more earnestly demanded by the people than the passage of this amendment resolution. There was an example of what might be expected for this amendment in the school system which has been maintained in the city of Evansville, receiving its authority from their city charter, which is older than the State Constitution. He referred also to the good working and acceptability of legislation upon the principle of this amendment, which was declared unconstitutional by the Supreme Court. He argued the question generally.

Mr. McLean said it was thought the provisions of the joint resolution were not full enough in some of its particulars; therefore he would move that it be referred again to the Committee on Education, with instructions to amend so as to provide, that the Secretary of State shall give notice and prescribe the form of the popular vote thereon.

Mr. Hughes said, amendments to the Constitution should be made with care, hence the careful provisions with reference to them. It was our duties here to do something more than merely to give our assent to any proposed amendment to the Constitution—we should recommend it. The State of Indiana has a very large common school fund, as compared with that of other States. It was ample to give a good rudimental English education to all the people. He could not think the power to tax the people should be conferred on city corporations, which were supposed to be well enough able to take care of themselves. But this proposition includes towns also, where a few persons will control the city elections. It proposes to give this power to them. The town corporations occupy too little space in the mind of the people to be intrusted with this taxing power. He did not think the people have asked for this amendment—did not think it was a popular movement. The war has left us in debt as a nation, and as individuals, and we would do well to heed the warning voice of the Secretary of the Treasury, when he tells us that a money crisis will hardly be escaped. He did not think the power of taxation now should be intrusted to any but the representatives of the people.

Mr. Wolfe moved to lay the joint resolution on the table.

The yeas and nays being demanded, ordered and taken on this motion, resulted as follows:

YEAS.—Messrs. Black, Carter, Chambers, Crowe, Donaldson, Dean, Edmonson, Honnans, Hudson, Hughes, Hungate, Inman, Kiser, Mason, Matthis, McFadin, Montgomery, Newland, Prather, Ross, Shanks, Shields, Smith of Wabash, Spencer, Thatcher, Thrasher, Van Valkenburgh, Vawter, Williams, White and Wolfe—31.

NAYS.—Messrs. Barritt, Bird, Bischof, Blanch, Campbell, Corey, Crah, Daggy, Erwin, Evans, Ferris, Foulke, Funk, Fuller, Geisendorff, Greer, Griggs, Hamilton, Higgins, Hopkins, Hostetter, Long of Kosciusko, Martin, McCarthy, McClasky, McLean, McMurray, Miller, Moore, Morrison, Newcomb, North, Peelle, Rosser, Sabin, Schammahorn, Shook, Shuey, Skidmore, Smith of Lagrange, Stackhouse, Stafford, Thomas, Wason, Wilson, Wolfer, Woods, Wright and Mr. Speaker—49.

So the resolution does not lie on the table.

The joint resolution was then referred, with the instructions moved by Mr. McLean."

While it is not our purpose at present to comment on this debate, we cannot refrain from saying that some of the statements are remarkable. Readers will however, make up their own estimate of the spirit and accuracy of these remarks.

WHITE COUNTY TEACHERS' INSTITUTE.

The White County Teachers' Institute commenced November 19th, and continued six days. Over one hundred teachers were in attendance, which is, perhaps, as large an attendance in proportion to the number of schools as any county can boast. There are only eighty-three schools in the county.

Instruction was given mostly by Professor Baldwin assisted by Professor Ferris and C. Smith.

Instruction in penmanship was given by Mr. T. N. Bunnell and Professor Rider of Indianapolis. Valuable evening lectures were given on School Government and Physiology by Professor Baldwin, and on Penmanship by Professor Rider. The accompanying resolutions were adopted by the Institute.

W. IRELAN, *Examiner.*

1st. That we, as teachers, feel ourselves greatly benefitted by our association together, and that the object designed to be accomplished in the organization of the Teachers' Institute has been fully achieved, and that we regard this association as an indispensable auxiliary to the work of education, and in qualifying teachers more thoroughly for the discharge of the arduous duties of the school room.

2d. That we regard it as the imperative duty of every one who aspires to the position of teacher, to use every means in his power to make the business of teaching worthy of the place it should occupy as a profession, and therefore we regard the full attendance, and deep interest that have characterized the present session of our Institute, as an evidence of a higher appreciation, on the part of the teachers of this county, of the responsible work before them.

3d. That it be their object, as far as practicable, to furnish each school house in the county with at least a globe, reading charts, outline maps, and school registers; and also to secure uniformity of text books, without which we feel the teachers success must necessarily be greatly impaired.

4th. That to our School Examiner, Prof. Wm. Ireland, is due our warmest gratitude, not only for the able manner in which he has presided over this Institute, but for the deep interest he has manifested in the educational interests of our county.

[A portion of these resolutions are omitted because of length.]—Ed.

JASPER COUNTY INSTITUTE.

MR. EDITOR:—I beg leave to report that Jasper County held an Institute from November 26th to December 1st 1866, five days, with an average attendance of near forty teachers.

We drew fifty dollars from the County Treasury.

Professor Baldwin of Logansport and S. P. Thompson were employed as instructors—and the session was closed with regrets that the time was so short.

The following resolutions were passed:

1st. We believe this Institute has been a complete success.

2d. We believe all persons designing to teach school should attend the county Institutes.

3d. We believe the methods of teaching recommended by the teachers of this Institute should be adopted in all the schools in our county.

T.

THE INDIANA FEMALE COLLEGE at Indianapolis, W. H. De Motte, President, enrolled 240 names last term. In its literary aspect the college is highly prosperous; not so financially.

REV. A. D. CUNNINGHAM on account of declining health, resigns the presidency of the Methodist Female College at South Bend.

AN EXAMINER APPRECIATED.—At a recent session of the county Institute of Jefferson County, the teachers presented the examiner, Pleasant Vernon, with a set of silver tea spoons, and a set of table spoons accompanied with a "sum of money." This was a pleasant surprise under pleasant circumstances to a pleasant man, whose name is Pleasant Vernon.

NEWSPAPERS AND EDUCATION.—It is refreshing to find even an occasional newspaper stop (some would say steep) to discuss the great interests of popular education. Within the last two or three months two of our leading papers contained several articles on education. These papers are the *Lafayette Journal* and the *New Albany Commercial*. Sincere thanks to these papers, with the hope that they may continue this good work, and that many others may join them. It is passing strange that many of our news papers can remain from month to month, and from year to year, "dumb as oysters" on the all important subject of education, yet can furnish any amount of small talk on all the small themes of the hour. 'Tis sincerely hoped that a better policy is coming.

MISCELLANEOUS ITEMS.—We are indebted to D. E. Hunter of Bloomington for the following items:

STATE UNIVERSITY.—The enrollment of students in the State University at Bloomington for the present year is 237.

There are students present from Ohio, Pennsylvania, West Va., Kentucky, Mississippi, Missouri, Illinois, Minnesota, Oregon and all parts of Indiana.

There is an Association for the discussion of scientific and literary subjects, connected with the State University. It consists of the members of the Faculty, clergymen of the town and resident graduates. The meetings are held weekly and are highly interesting and instructive.

OAKLAND CITY.—A joint stock company has been formed in Oakland City, Gibson County, for the purpose of erecting a school building at a cost of \$10,000. The town is very small containing only about 40 families.

FORT BRANCH.—The town of Fort Branch in Gibson County has started a graded school, John T. Erwin, principal.

We wish many teachers and school officers would follow the example of Mr. Hunter.

VISIT TO FRANKLIN, JOHNSON CO.—A few days since we made an official visit to Franklin, Johnson County. We found the county Institute in session with an attendance of near fifty. The teachers were earnest and attentive, giving evidence of a purpose of improvement. The meeting of school officers was attended by the Examiner and six trustees. The trustees highly approve of the lengthening of the term of office of trustee.

The Examiner manifested earnestness in his work, and a commendable solicitude for the improvement of the teachers and the schools.

The evening lecture was attended by a large, attentive and appreciative audience,—an audience that gave indication of a healthy educational sentiment.

THE COLLEGE.—We were sorry to learn that there is but little hope of reopening the Baptist College located at this place. This Institution closed toward the latter part of the war, and at that time it was hoped that this close was only for a short period. But such is not the indication now.

The material of the college consists of a fine campus of about ten acres, and two good sized three story brick buildings.

FROM ABROAD.

MASSACHUSETTS.—The Board of State Charities of Massachusetts is considering the possibility of "TEACHING THE DUMB TO SPEAK!"

THE METRIC SYSTEM.—Prof. Charles Davies has incorporated the Metric System in the recent edition of his *Arithmetics*.

WISCONSIN.—From the January No. of the Wisconsin Journal of Education we learn that the Normal School Regents have located one school in each of five congressional districts. The total productive Normal School Fund is \$598,999.92. The fund also holds 493,910 acres of land. The State university fund is \$168,298.55. These facts indicate that Wisconsin is running the *broad gauge*. Success to her noble efforts. The promise is "the last shall be first." So let it be.

CONNECTICUT.—Rev. B. G. Northrop of Massachusetts has recently been appointed Secretary of the board of Education in Connecticut. Many of our readers will remember Mr. N. who was the presiding officer of the National Association of School Superintendents, held at Indianapolis, in August last.

NEW HAMPSHIRE.—From the recent Report from the Department of Public Instruction we learn the following for year ending June 1866:

Wages per month of Male Teachers,	- - - -	\$32.88
" " " " Female, "	- - - -	17.62
Number of Male Teachers employed,	- - - -	539
" " female, "	- - - -	3,815
Number of Teachers attended Institutes within the year,		1,468
Amount of money expended for common schools within the year,	- - - - -	\$304,168.29.

IOWA.—From the Iowa Journal we learn the following for the year ending October 1866:

Number of children between the ages of five and twenty-one years,		348,498
Number in school,	- - - - -	241,827
Number of Male Teachers,	- - - - -	2,673
" " Female, "	- - - - -	6,670
Aggregate paid for tuition,	- - - - -	\$1,006,623

PROF. DANIEL REED formerly of the State University of Indiana, more recently of the State University of Wisconsin, has recently been elected President of the State University of Missouri.

HON. THADDEUS STEPHENS, member of Congress from Pennsylvania has recently endowed a professorship of Moral and Intellectual Philosophy in Vermont University.

BOOK TABLE.

OUTLINES OF A SYSTEM OF OBJECT TEACHING, prepared for Teachers and Parents. By William N. Hailman, A. M. Principal of the English and German Academy, Louisville, Ky., with an introduction by James N. McElligott, LL.D. New York: Ivison, Phinney, & Blakeeman, 161 pages, 16mo.

This work appears under the modest title of the "Outlines of Object-teaching," hence does not assume the character of a text book,—indeed even expressly disclaims such a character. Notwithstanding the modesty of the author's claims, so clear is his statement of the principles and so direct is his application of the same, that it could hardly have been a misnomer, to call his book the Philosophy of Object Teaching. Like a geometrician, he starts with a few fundamental principles, *i. e.* Educational axioms, and out of these, like a true geometer, he develops his Science. This is grounding this beautiful system, (object teaching,) back upon a solid basis, a basis on which may be erected an enduring and symmetric structure.

The above is the general plan of this work. This plan is exhibited in its application to three different branches of study, namely, Grammar, Geometry, and Natural History. The author though unusually happy in his application of his principles, is like most others, not quite so happy, in application as in statement.

In conclusion we can say concerning this book, what we cannot say concerning all books, namely, that it is eminently worthy the attention of every teacher who is seeking the true principles of education.

A FOURTH READER, of a grade between the Third and Fourth Readers of the School and Family Series. By Marcus Wilson, New York: Harper and Brothers; 312 pages.

This work proposes to hold or fill a place between the previously published Third and Fourth readers. How well it does this, or how it grades with these volumes, we cannot now judge, not having these before us. Waving therefore the element of graduation, we consider the book abstractly, or without relation to others.

1. The introductory rules and principles are as numerous and accurate as usual for books of this grade.
2. The pieces for reading are unusually interesting; are also of excellent moral tone.

NORTH WESTERN FARMER, a Monthly Magazine of Agriculture, Horticulture, Home Improvement and Family Literature.

This is a work of real merit, is reaching a large circulation, and is commanding the approval and encouragement of agriculturists and horticulturists. Evidencing this statement, we insert the resolution adopted at the last meeting of the Indiana Horticultural Society.

Resolved. That the thanks of this Society are due to Dr. T. A. Bland for having more than fulfilled his promises to us in furnishing a monthly periodical devoted to agriculture and horticulture; and that we commend the *Northwestern Farmer* to the fruit growers, farmers and gardeners of this State, so long as its present standard of excellence is maintained.

This paper is published monthly at Indianapolis, at one dollar per annum. For further particulars see advertisement in this number JOURNAL.

EVERY SATURDAY, a Journal of choice reading selected from choice current Literature. Published by Ticknor and Fields, Boston, 10 cts a copy.

This contains some of the best literature of the day.

THE HERALD OF HEALTH AND JOURNAL OF PHYSICAL CULTURE, is published monthly at New York. By Miller, Wood & Co., at \$2. per annum. It ably inculcates the doctrine of "*Mens sana, in corpore sano.*"

INDIANA SCHOOL JOURNAL.

GEORGE W. HOSS, A. M., *Editor.*

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[No. 4.

SELF CONTROL.

BY CYRUS NUT, D. D. PRESIDENT OF INDIANA UNIVERSITY.

I. WHAT IS MEANT BY SELF CONTROL?

By *self control* is meant the government which the mind exercises by means of the will over our entire nature; and especially over its own powers. All of sound mind possess this, in some degree; so that upon ordinary occasions of every day life, they are self-possessed, and command their attention to that degree, that they perceive and understand their position and relations, and act with propriety. But should an emergency occur, some unlooked for temptation or provocation, they are instantly thrown off their guard, and passion or impulse assumes the rein, while reason is dethroned. In some, self-control is so weak, that they are discomposed by the slightest occasions; and they are perfectly unmanned, or fly into a frenzy. This is their weakness, and a deplorable one it is. Some hold in due subjection one department of their nature, but are the slaves of other departments. Some govern their intellects well, but their passions badly. Others, not deficient in the control of mind and heart, are utter slaves to their appetites.

Proper self control, is not partial, but complete, perfect self command of intellect, temper, appetite, and passion.

ATTENTION.

Attention is a prerequisite to all mental operations. Unless the mind attends, there can be no perception. Where numbers oper-

ate together, some signal or note of attention is always given, announcing the beginning of the movement. In military drill, it is "Attention the whole." The sound of the bugle, the raising of the flag, or the discharge of a piece of artillery is the signal that the battle has begun. The ringing of the bell, summons us to the house of God, or announces the departure of the boat or of the railroad train. In every intellectual process, the powers of the mind must be summoned to attend. So essential is this to memory, that without some degree of attention nothing would be remembered. What is commonly regarded constitutional differences in minds, consists for the most part in the command of the attention. So thought Sir Isaac Newton, who attributed his success in the fields of discovery, to his superior control over his attention. "If," said he, "I in any respect differ from other men, it is in this, that I have the power of directing my mind for a longer period of time to a particular subject." This is the secret of mental power. The first glance of the mind upon a particular subject, surveys it as a whole, but by continued attention, the several parts are gradually unfolded and a perfect analysis is accomplished—the knots and tangles in the skein are all resolved. Like the focus of a burning glass, which held steadily on one spot, by its intense heat enflames any combustible substance, so the concentrated energies of the mind, brought for a long time to bear upon any theme of investigation will penetrate its mysteries, fathom its depths, and accurately comprehend its whole nature. Some great men have possessed remarkable control over their attention. It is said Julius Cæsar, could dictate to seven secretaries, rapid writers, at the same time keeping them all busy, though writing upon different subjects. And if writing himself, he could keep four others employed. The same was true of the first Emperor Napoleon. The biographer of the great Hungarian claims the same for his hero, Kossuth.

Students, after a long vacation or absence from college, find it difficult, upon their return, to confine their minds to their studies; and study is a more difficult task than it was at the close of the term. Young men who have had no early training, coming from the business vocations of life, complain that they cannot study; that they are unable to keep their thoughts upon their lessons. Their thoughts have run wild so long, that they refuse to be tamed and brought under subjection. It is only by perseverance and the most

strenuous efforts that the victory can be achieved, and dominion over attention won. The advantage of education consist mostly in the formation of habits of attention, and in establishing control over thought.

ABSENT MINDEDNESS.

Great thinkers have so concentrated their mental energies upon the subject before them that they, for the time, have become totally unconscious of their surroundings, and forgetful of every thing else. This is called absent mindedness ; of which some amusing examples were furnished by the great Newton. It is related that while deeply absorbed in his contemplations near the grate, the servant had replenished the fuel, whereupon the temperature became uncomfortably warm, and perspiration was flowing profusely. He rang the bell fusiously, and when the servant appeared, the philosopher ordered him to remove the grate immediately. The servant hinted that it might be less trouble, perhaps, for him to move away a little further from the fire. "True," said he, "I never thought of that," and quietly changed his position. It is said of Reynolds, the Painter, that he would address the lamp posts in the streets, supposing them to be his acquaintances. The disciples of Pyrrho always accompanied him in his walks lest he should suffer himself to be crushed by the carts and wagons. These excentricities however are sometimes a constitutional weakness, as in the case of the man who boiled his watch instead of the egg which he was carefully holding in his hand ; or the one who used his ladies fingers to brush the ashes from his pipe, instead of kissing the delicate hand. This is the want of control over the attention, which in some cases may amount to a disease.

COMMAND OF OUR THOUGHTS.

"Whoever," said Locke, "shall discover a remedy for wandering thoughts, will confer a great favor upon mankind and deserve their lasting gratitude." The rise and successions of thoughts in the human mind follows a certain order, and they are governed by certain laws, commonly called laws of association."

"In the countless chambers of the brain,
Our thoughts lie linked by many a hidden chain,
Awake but one, and lo, what myriads rise,
Each stamps its image as the other flies."

By a direct effort of the will, it is impossible to call up any particular thought. It will not come at our bidding. If it could be

done, all would become great men, distinguished orators poets and philosophers, for all would call up the greatest and most brilliant thoughts. And yet it is true that we do have some control over thought, otherwise all pretention to study would be idle. No lessons could be assigned with propriety; and if they were, no certainty would exist, whether they would be learned or not. The student might say with propriety "If my mind should chance to turn upon my lesson, I will get it, if not, it will be impossible for me to get it." Experience proves that we can apply our minds to particular subjects, and a particular course of study can be accomplished. How then is this control over thought exerted? How do we direct the mind to any branch of science we please, as Geometry, Astronomy, Chemistry? This can be done only by checking the current of thought, and holding one particular link in the chain in the mind until all its associated ideas arise. Thus we may select the subjects of contemplation, and command our mental energies. Herein lies our responsibility. We are enthroned monarchs of ourselves. The scepter is placed in our hands, and we surrender it only at our peril. He who thus basely, or ignobly, yields the control of his thoughts, becomes the slave of his surroundings. He is the creature of circumstances. He is like the well-tuned Eolian Harp, or stringed instrument, placed upon the mountain summit, which sends forth its notes only at the bidding of the winds, and varies its music with the strength of the current by which its chords are swept. He is the leaf borne on the breeze, the inanimate mass, the unmanned boat floating upon the current, the gallant ship without sail, rudder, chart or compass, drifting at the mercy of the storm and waves. Shipwreck is inevitable. He is as fickle as the veering winds; one thing to-day another to-morrow. He takes his complexion from the company that he is in, having no character or opinions of his own. Incapable of any steady purpose, he has not independence enough to affirm that his soul is his own. He can never lead: fit only to be the tool of another, he is doomed always to follow. Such unfortunately, is the character of millions. To impress his own character upon the age and mold the public faith and sentiments, requires a mind in advance of the average thought; and to gain this, he must think for himself, and think intensely, and act with decision.

THE EFFECT OF THE CONTROL OF THOUGHTS UPON MENTAL AND PHYSICAL HEALTH.

Where the control of thought is but imperfect from the neglect of its exercise, or from constitutional weakness, study is a great burden, and complete success impossible. No course of investigation or research can be prosecuted ; no efficient efforts can be made. The thoughts, accustomed to roam at random, brook no control of the will, and no two follow in consecutive order. Logic, reason, truth, knowledge, are left out of the question, and driven from the field. Intelligence and mental vigor are wasted, reason evaporates, and wild, incoherent reveries and fantasies, flood the mental vision, until the subject becomes insane, or sinks into a mental stupor approximating idiocy. Insanity is but the loss of the power of the will over the current of thoughts. Directly to this fearful result, this mental dissipation tends. As we dread this, the direst calamity that can befall a human being in this world, so should we fly from this region, bordering upon madness, and enter upon that of the wholesome command of our thoughts, by which alone can mental respectability be retained and progress achieved.

He who is master of his thoughts, can select his company, and at pleasure call up to his mental vision scenes and thoughts the most pleasing and delightful. He chooses the world in which he lives, and in a good degree, is independent of the material and external. Should the outward world become clothed with gloom, a leaden sky overhang the heavens, and clouds of misfortune darken around him, he may turn away from the dismal prospect and look within, and dwell in the Eden of the soul ; where brightest flowers are blooming and streams and groves, and fruits, and celestial harmonies shall cheer him. "He mounts above the storm, and eternal sunshine rests upon his brow." At will, he can dismiss the anxious cares, and hard features of this unkind world, and traverse the fields of truth and science, or range in distant climes, over plains of beauty, beneath golden skies, fanned by spicy breezes, surrounded by the wisest and noblest of by-gone ages. The resources of earth, the past, the future, and distant and eternal worlds, are at his command, and may be his servants to minister to his happiness, if he is true to himself and to his God.

"All things are yours, and you are Christ's, and Christ is God's."

[TO BE CONTINUED.]

OUR SCHOOL HOUSES.

BY HAMILTON S. MCRAE.

Those who are charged with the construction of our school-houses, too often ignore the fact that communities advance, not only in respect to numbers, but also as regards matters of taste.

A wise economy anticipates the demand for more room and better architectural design. It does not invest in unsightly school houses which only serve a temporary purpose.

It is cheering to note that each successive edition of school houses is an improvement on the former. We still need, however, another edition revised and enlarged.

The main room for an ungraded school should be at least 30 feet square in the clear, and fourteen feet high, that it may afford space for fifty-two single desks, the number requisite for an average attendance of forty-eight pupils. The number attached to any school is not a constant quantity. It is better to have more room than is wanted than to want room and not have it. Again, where the amount of funds is limited it is more economical to assign sixty pupils to a teacher at six hundred dollars than thirty to a teacher at a salary of three hundred dollars.

If for no other reason the room should be large that it may be furnished with single desks.

The extra cost of seating with the single desks and chairs, is only thirty-three and one-third per cent; as a means for cutting off all communication between pupils, they are indispensable.

A very cheap single desk and seat may be made of wood. In an ungraded school these should be of four sizes, with dimensions as follows:

No. 1	Desks	21 × 17 inches.	28 inches high.
" 2	"	19 × 15 "	26 " "
" 3	"	17 × 13 "	24 " "
" 4	"	15 × 11 "	22 " "
" 1	Seats	14 × 21 "	16 " "
" 2	"	13 × 19 "	14½ " "
" 3	"	12 × 17 "	13 " "
" 4	"	11 × 15 "	11½ " "

The desks should be horizontal or nearly so, and the seat rounded off so as to permit convenient passage. Pupils to face the door and the largest to sit nearest the side walls. By this mode of seating

the small children are nearest the stove and do not obstruct the view when the other classes are reciting. As the desks gradually diminish in size toward the central aisle, they appear from the teacher's position to approximate a circular arrangement. According to this plan, were it not for the omission of four small seats and desks to leave space for the stove, fifty-six pupils could be seated, allowing a space of thirty inches for the central and twenty inches for each of the other aisles, with thirty-three inches on each side, four feet in the rear, ample space for the teacher's platform between the doors, and for the small children to recite.

A room for a graded school should not be less than twenty-eight feet square, in the clear, and twelve feet high. For two hundred pupils, two such rooms will be requisite, also a larger room for the first assistant, with a recitation room attached in which the Principal may hear his classes. The halls should be at least sixteen feet in the clear. The hall in the basement may be used for fuel and a furnace. The basement rooms should be supplied with suitable gymnastic apparatus. The halls above will be convenient for clothes closets. The partition walls resting on the second floor should be of such a structure as will facilitate their removal at any time. When the increase of the number of pupils requires the employment of another teacher some change in the position of these walls may be necessary. Such a building as here described, should be parallel with the street that additions can be made at the rear and the halls extended. When the number of the pupils reaches five hundred, there should be a separate building for the high school. Subsequent wants may be supplied by the erection of additional buildings.

The erection of a third building should make a new era in the management of the schools. Recitation-rooms in other than the high school-building may be properly dispensed with and a superintendent employed to give his entire attention to supervision.

In the order of progress still other changes will be necessary. After a city has attained a certain size it will be expedient to assign the work of local supervision to the principals. The process of differentiation, in which progress consists, will finally require the assignment of buildings to the separate use of single departments in grades lower than the high school.

The desks for a well graded school can be more precisely adapted to the several ages than in the ungraded school. The spaces for

the lower grades can be made less and for the higher may be made greater. The rooms being of the same size the number of seats should bear some correspondence to the relative number of pupils in the different grades.

As to the arrangement of the various details essential to the most perfect convenience of a school house those who contemplate building should not fail to consult standard works on the subject, and if much money is to be expended a competent architect should be employed.

MODEL SCHOOL.

[Taken from the *LADIES JOURNAL* prepared by the Teachers of Indianapolis and read before the State Teacher's Association at its last session.]

This school is situated in Utopia. I went to visit it in company with the Superintendent, and being so much pleased and interested myself, I thought you would all like to hear about it. Extensive grounds surround the building. These grounds are beautifully and tastefully adorned. The towering oak, the stately elm, the graceful maple, the poplar with its silver leaves that flutter in the wind, the sweet-scented locust that the honey-bees love, the tree that is ever green, are all congregated here, and seem to vie with each other in adding to the general beauty. Flowers too, of every variety are here assembled. Beds of roses and verbenas, with their gay and gorgeous colors, only add to the shy and trembling sweetness of the lily of the valley and the wild anemone.

Back of the school-building are a swing, a croquet ground, a place to play ball, while in the north-west corner is a small pond. In summer the gold fish swim about beneath its clear surface, and in winter, when they have been removed to a warmer element, and the surface is covered with ice, the boys and girls use it for a skating pond. The school building is built of granite, and looks as though it could weather the storms of centuries. It is high, oh! so high! I asked the reason of this, and was told that each story represented a grade, that the topmost floor communicated with the "castle-in-the-air, which was used for a gymnasium. On either side of the front entrance are small rooms, which the Superintendent showed with much pride. "Here," said he, "the children come upon

entering school. They remove their soiled and heavy walking shoes, and put on light slippers, so that they move about with no noise whatever." I noticed this when the bell rang, and the time arrived for them to come in. There was not a sound, and were it not for the evidence of one's eyesight, they might have been mistaken for shadows flitting through the broad halls. We passed through the Primary rooms, where everything was faultless. Little children showed no interest or curiosity concerning me, but walked through their lessons as though they were the world to them. But I must describe more particularly my visit to the senior room, and perhaps a day's programme will be the best account. Morning exercises consist of reading the Scriptures, prayer, and singing. Oh! that you might have heard the singing! No description of mine can do it justice! It raised me to the seventh Heaven! But first I should speak of the teacher. He was comparatively a young man, but thoughtful and earnest. The Superintendent told me that they employed only the best teachers. Those who applied, must possess the patience of Job, the meekness of Moses, the wisdom of Solomon, and recommendations from former patrons. Those generally employed, were prepared purposely at a training school, and before entering service, were put to such a test, that their real worth was known. But to proceed. The first exercise was in Latin. It was carried on conversationally, and if the shades of the departed Romans were hovering about, I know they must have rejoiced at the proficiency of these pupils. Next came a lesson in History, which was not given by the regular teacher, but by the "Wandering Jew," who appeared in the room at the exact time. His descriptions of places and men, were both accurate and interesting, and it was very pleasant to listen to him. He was in the midst of an elaborate account of ancient Athens when he was whirled from our sight, and the lesson was finished.

Next came an exercise in composition. My astonishment changed into admiration, wonder and awe, as the pure and faultless specimens were read, and afterwards handed me for inspection. I thought that Alfred Tennyson must soon give up his crown to some of these scholars.

Then came a lesson in "Meteorology," which was given by the "Clerk o' the weather." Like the teacher in History, he appeared so noiselessly that I might have imagined he came through the ceil-

ing. But such a funny little man as he was. Weazen-faced and weazel-eyed, looking sharp as a razor, and watchful as a lynx. He taught these pupils to discern the true signs of the times. He said there were, in other countries, a set of men who thought they were very wise, and published their wisdom in books called "Almanacs." He said too, it was his special delight to contradict them, and make them false prophets. He cut his lesson short, for he had a thunder storm on hand that required his immediate attention. There were classes in German, French, Spanish, Hindoostanse, Japanese, besides the natural sciences, mathematics, belles letters, &c. But these classes did not come every day. The sessions were but three hours long, and of course many branches came but once a week. When the hour for dismissal came, I was especially interested. I had noticed throughout the whole, how few words were spoken by the teacher, and wondered if there were any object in this. I concluded there was when a conversation by signs took place between and pupils. The next day was to be a holiday, and it was made known in this way. The teacher closed all books, seated himself in his chair and leaned his head on his hands. The pupils looked glad with their eyes. The teacher then took up a book, and pointing to a certain portion made three marks upon the black-board. He then united the first with the last which was telling them that the work of that day would be continued after the holiday, and then he pointed to his head, which was telling them he expected them to be fully prepared. During the dismissal, no sound was heard. The pupils were lowered from the upper to the lower stories by means of dumb-waiters. Here they exchanged their slippers for walking shoes and departed for their homes. I expressed my pleasure to the Superintendent, and asked how these children could accomplish so much. "To start with," said he, "all our children have brains; for those who are so unlucky as to be born without are supplied by means of a machine which a native of Utopia has invented. Our children accomplish what they can in a natural way and then when they retire at night, they put their books under their pillows, and obtain the remainder by a process of absorption. I examined the furniture of the building carefully, for I was anxious to learn all I could. The floors were beautifully carpeted, and the carpets seemed to send forth a mild, gentle light, which had a happy influence upon all who entered the room. "These carpets," said the Superintendent, "came from your country. They have sun-

beams woven in them, and no matter where they are, or how dark the hour, the rooms where they are placed are always warm and light. The seats were cushioned, and the desks which were of rose wood, were covered with gay cloths. Beautiful engravings and paintings hung about the room. The walls were frescoed, and in the center of the ceiling was a fine picture of Minerva, the goddess of wisdom, as she appeared when she sprang from the brain of Jupiter. I turned to go with a sigh, thinking of the many advantages these Utopian people possessed over us, and only felt comforted when the Superintendent told me they had a class who were preparing to teach, and that he could supply our schools in a short time.

PESTALOZZI.

[Taken from the LADIE'S JOURNAL. Prepared by the Teachers of Indianapolis, and read before the State Teacher's Association at its last session.]

To Pestalozzi, are the people of Switzerland, Germany, and Prussia indebted for their admirable system of public schools. He stood the chief of a body of men who, like him, were willing to die daily that the poor might be blessed, and that a new era of mental culture might dawn upon the world. At twenty-nine years of age, he resolved to share his bread in poverty with beggar children, to live like a beggar himself, that he might teach them how to act as men. For eighteen years, he lived a life of destitution, fighting with want and misery. He lived as the poor lived, suffered as they suffered, hence his power to portray their needs and rouse a world to their deliverance. During these years of sorrow, Pestalozzi, as the fruit of his thought contributed to educational literature several valuable papers which were ultimately to assume the character of a system and serve as a monument, more enduring than granite to the author's name. "Leonard and Gertrude," a book for the people alone should make him immortal. He affirms that it flowed from his pen, he knew not how, without the slightest thought of a plan. This book is the key to the sublime reform for the elevation of the poor as worked out at that early period, in the fertile brain of Pestalozzi. Had he not suffered want, he could never have produced it. It was conceived amid destitution and beggary, forced from his prolific mind in the depths of his misery, astonishing alike himself and his countrymen.

He was offered a position by the government, but to the great astonishment of his friends, he replied: "*I will be a schoolmaster.*" In the winter of 1800, he opened a school at Burgdorf with three assistants. Here for twenty-five years did Pestalozzi labor to develop his conceptions of a true culture, for the people. Kings and Nobles paid him homage. The sons of the rich were intrusted to his care. The "Pestalozzian Institute" became the fountain of educational reform, and from its halls went forth yearly, disciples fitted to teach and establish the principles of the "Great Founder." He worked till he wore out the house he inherited, and died at the age of eighty-one.

In what has been presented, we have made no effort to unfold the Pestalozzian system, since it is woven throughout our own to a greater or less extent. The design is rather, that we may be prompted to self-examination, and ascertain whether the spirit of a Pestalozzi is in us; whether we feel as he felt, if not in degree, at least in kind, for the present and future good of those committed to our care. "I will be a Schoolmaster," said Pestalozzi; and he harnessed himself for the work at the age of fifty-two, and ceased only with life. His labors testify that no object lay nearer his heart, than securing for neglected children an education, simple, natural, pure in morals, strengthened by the combined influence of home and school, and adequate to the needs of their future life. Though early regarded, as a visionary and mad, still at a later period, he compelled the scholastic world to revise the whole of their task, and mold it anew according to his pattern.

Those who have labored one or two decades of years, and begin to feel that they have accomplished their mission. would do well to make a retrospect of the past, and ascertain whether their work has been well done. Have they followed the light as they have it from Pestalozzi? Have they proceeded as though they firmly believed nothing can be learned except through the comparison of the unknown with the known; as though they thought everything was contained in the child, that the Teacher must draw it out by love and patience, that love can always find means.

Although Pestalozzi is dead to the world, he still lives in the hearts of all faithful living teachers.

"Thus do we walk with him, and keep unbroken
The bond which nature gives,
Thinking that our remembrance though unspoken
May reach him where he lives."

SCHOOL GOVERNMENT.

From the School Commissioner's Report of Rhode Island for 1867.

One of the best evidences of a great improvement in this regard is that there is far less occasion for a resort to the severer forms of discipline in our schools of the present day than formerly. Wholly insubordinate spirits are seldom found. Twenty years ago it was no uncommon occurrence for a dozen schools to be utterly broken up in the course of the winter, and many more were rendered wholly useless by the presence of vicious, incorrigible boys. During the past year only one instance of serious disturbance has come to my knowledge, and this was due quite as much to the incompetency and inefficiency of the teacher as to anything else.

The principles of government, and especially their application to the youthful mind have come to be better understood. We have heretofore, made the too frequent mistake of regarding boys and girls as adults. We have supposed that maxims, which are the result of the observation and experience of mature minds through a long series of years, and which are received by us as moral law, could be equally well understood by the uninstructed child, and would present themselves to his mind with the same significance of meaning and the same power of obligation. Judging of their moral acts by our standard, we have grievously erred. What appeared clearly wrong to us, gave to the child, whose judgment as yet responded only to the most simple and *purely* moral principle, no such impression. We were continually conforming what are mere rules of expediency, and many of these of questionable character, with the simplest dictates of conscience. Treating the child as though he felt the force of these forms, we were accomplishing no successful discipline, but only great injustice. The consequence was, uneasiness, dissatisfaction, a sense of wrong and rebellion. Instead of referring the overt act to some simple moral sentiment, easily understood and acknowledged by every juvenile mind, we were applying it to motives and feelings and a sense of obligation which as yet had no place in his understanding. We were looking for the sheaves of autumn among the buds of spring. We were making the weight of authority antecedent to the force of moral obligation, forgetting that an overt act can be shown to be wrong, by the simplest of moral precepts, long before abstract rules, which, in adult minds, would determine its character, could be at all comprehended by childhood and early youth.

Our teachers are coming better to understand what government means, and not to confound it with mere discipline—that while it possesses certain fixed characteristics of universal application, it receives important modifications growing out of the character of the governed. A government excellently well adapted to the virtuous and intelligent, would fail altogether with the vicious and ignorant. A government none too rigid for advanced youth and adults, might be altogether too strict and unreasonable for childhood and early years. In this respect we have made and are still making a great mistake; instead of making government more systematic, exacting and rigorous with increased capacity and responsibility of the pupil, we are making it more irregular, lax and apologetic. The license is to the boy of fifteen and not to the one of five. To say the least of this practice it is exceedingly questionable.

Again, teachers are coming better to apply the principles of government, not to classes only, but also to individuals of classes, to remember that there are certain traits which characterize each individual; and that some of these are inherent, congenital, born with him—constituting what we sometimes call the nature of the boy, while others are wholly accidental, contingent, and the result of secondary and external influences. No teacher will be at all skillful in his administration who does not carefully distinguish these. To mistake a nervous, indefatigable, irrepressible activity for a mischievous disposition, does violence to the child's nature and insults his moral sense. Any injudicious attempt to restrain this activity excites revolt. It can not and ought not to be restrained. The teacher's business is to guide it into channels of useful employment, and so secure that development which nature by continuous exercise intends. It is idleness which converts this ceaseless activity into mischief, and for this the teacher often more responsible than the pupil. To avoid this requires great skill, careful thought and patient effort. But this is the teacher's business, and often the most perplexing part of his labor; yet every teacher worthy of the name will strive to accomplish it. Again, another child may be constitutionally sluggish, dull, inactive, with hardly enough of mental force to keep him still. This condition may be normal, so far as it relates to the inherent nature of the boy, or it may be properly abnormal, accidental—something by a violation of some physical law, such as deficient exercise, filthy habits of body, improper food, or in deficient or excessive quantity, inducing debility

or physical malformation. For all this the child is to be pitied rather than censured. At any rate he should never be punished for his dullness. He may be very properly chided for that which induces it, if we find upon investigation, he is responsible for such error.

Another important element in good government is the distinguishing between what is spontaneous, the outcropping of instantaneous and uncontrolled impulse, as of the boy who affirmed that *he* did not whistle, *it whistled itself*, and that which is the result of antecedent reflection, a fixed purpose or a deliberate predetermination. The teacher who loses sight of this distinction in juvenile training, will be certain to commit grievous errors. Remove the causes which excite to such impulsiveness, if possible, and this, perhaps, can best be done by providing for the full play of the objective powers. As a general rule, the government of a school is made easy just in proportion as its exercises are made interesting. This is accomplished, first, by securing in all the external accommodations of the school, whatever is commodious and attractive. We must remember that the child's mind receives impressions from things, rather than precepts, from objects rather than words. By so far as the activity of the mind of the child's is absorbed in these objective presentations, by so far is it diverted and restrained from improper employment. A reference to an objective fact or allusion is often a most skillful and ingenious method of securing an unconscious admission of a general principle, which, in the absence of such reference, would have been neither admitted nor seen. The life of The Great Teacher is full of such examples. For instance—"The baptism of John, whence was it? from heaven or of men?" The Roman penny—"Whose image and superscription is this?" But while we employ objective agencies for instruction and discipline, we must guard against a too protracted use of them. We must remember that there are faculties of thought as well as of sense, power of reflection as well as of observation, and that the exercise of these latter ultimately secure a manly vigor and growth, and guide the soul to its most triumphant moral and intellectual achievements.

Again, in all government, it is important, when it can be done, to make the appeal for its proper administration, to the feeling of interest, as well as to the principle of right or wrong; and where this

can not be done, then the latter should be clearly, positively and repeatedly stated, so that there may be no room for misapprehension or forgetfulness. Great care should be taken to guard the pupil against mistaken inferences, errors to which his imperfectly developed reasoning powers particularly expose him. Especial pains should be taken to enable him to discriminate between what is accorded to him as a right, and what is granted to him as a privilege. The whole ordering of the school government, directly by its method and requirements, and indirectly by its example and influence, should tend to correct these youthful irregularities and mistakes. Children accept moral maxims on faith, without any thought as to their soundness, and their deductions from them though often curiously direct, are yet widely wrong. Their minds are quick, sensitive, trustful, but deficient in vigor, comprehension, discrimination. In establishing rules for government, we must be careful that we do not deceive ourselves; and not, in specific application, make that a law, which is only a fundamental principle for law. We should not pretend to leave the application of this principle to the pupil, while we are really reserving it to ourselves. Quick-witted boys will sooner or later detect the imposition.

Another element entering more and more into our school government is, a tender regard for the delicate sensibilities of childhood. Our teachers are learning that gentleness is not inconsistent with firmness, and that a sympathizing spirit does not conflict with a requirement of obedience to authority. Children require this tenderness and sympathy. They are *naturally* sensitive, and if in any case they are not so, it is the result of disease or demoralization. How the slightest gesture, a word, a tone, a look will often send them from joy to sadness, or restore them from tears to laughter. A teacher, who can not in some considerable degree appreciate this, is not fit for his office. While he should not make too much of this sensitiveness, by weakly humoring it, he should extend to it a courtesy and a proper appreciation of it, something in accordance with the child's own feelings. He should avoid false consolation on the one hand and ridicule on the other. Above all, he should never indulge, as I have sometimes witnessed, in irritability or angry crimination. He will oftener succeed by diverting the thought from the cause of discomfort, than by any attempt to quiet the emotions. A word or a look touched the sensibilities—another and a different word or look must abate the feelings and divert them from the

object of their concern. When this is accomplished, it is a double success. He has quieted distress and secured confidence. Hence forth the child will trust him as a friend and respect him as his teacher. His half hour of sincere sympathy has secured a whole term of willing obedience.

Closely allied to this, is the just distribution of praise or blame. The natural sense of inferiority in childhood, renders it particularly susceptible in this regard, and it is a susceptibility which follows us more or less keenly, through manhood, and slopes back again to old age. We all like to be praised; we all dislike to be blamed. And no child is insensible to this love or dislike, whose feelings have not been calloused by neglect or brutalized by rough treatment. This motive power to "love, and good works," should never be lost sight of by the teacher, even when dealing with the most hardened and incorrigible. This is the talismanic charm in all our reformatory institutions. It is the power which casts out the evil spirit, and leaves its victim "clothed and in his right mind." One of the surest methods of securing so desirable a result, is by taking every proper occasion to persuade the pupil that his actions, his character, his services are not only of much consequence to himself individually, but to you and the school. Give him the impression that he is of some value, that he is not simply a unit, but that he is, so to speak a multiple.

SPELLING CLASSES—MANNER OF DRILL.

BY C. F. THOMPSON.

1. **COMMON METHOD.**—The teacher pronounces the most difficult words in the lesson, writing with class on slates. The teacher writes that he may time the class. This method can be used in a mixed school as follows: First class spell on slates, then, as they transcribe their lessons on the blackboard, the second class spell.

2. **SELECTIVE METHOD.**—Let the pupil read a paragraph, another in the class pronounce all words spelled by rule, or all hard words, then read in turn and spell. This is a very attractive and effective method of spelling.

3. **SILENT METHOD.**—The teacher pronounces and writes, but no pupils write except those who are doubtful of the proper spelling. The pupils then state their doubts.

4. **MONITORIAL METHOD.**—The pupils pronounce hard words to each other promiscuously. This is a very lively and useful style of recitation.

5. **CONCERT METHOD.**—The pupils choose sides by captains, spell down, up, across, &c. This is an old, but superior method.

6. **DIDACTIC METHOD.**—The pupils are to tell how to spell a certain number of difficult words in the lesson, without any questions from the teacher.

7. **TOPICAL METHOD.**—A class of words is assigned. The pupils all strive to find the most difficult words of that class. This is a very effectual method of creating an interest in spelling.

8. **BY INITIAL.**—The pupils strive to get each other to miss words beginning with the same letter.

9. **THEATRICAL METHOD.**—The pupils spell commencing each succeeding word with the final letter of the word immediately preceding.

10. **PROMISCUOUS METHODS.**—A combination of other distinct methods. Any ingenious teacher can elicit proper interest in this very important branch of literature—the fundamental science of all written languages. Teachers will use care, and not assign long lessons in a spelling-book. Spelling is the expression of words by proper characters, or sounds and syllables, according to established usage.

AN ACT PROVIDING FOR THE BUILDING OF SCHOOL HOUSES.

The following Act was passed at the recent session of the Legislature, and is of such general interest that we deem it worthy of a place in the JOURNAL. Its provisions are commended to the attention of Trustees wishing to build.—Ed.

ENROLLED ACT, No. 214, SENATE OF INDIANA.

AN ACT to authorize cities and towns to execute, negotiate and sell Bonds, to procure means with which to erect and complete unfinished School buildings, and pay debts contracted for the erection of such buildings, and authorizing the levy and collection of an additional Special School Tax for the payment of the principal and interest of such Bonds.

SECTION 1. *Be it enacted*, by the General Assembly of the State of Indiana: That any city or incorporated town in this State which shall, by the action of its School Trustee, or Trustees, have commenced, or may hereafter commence, the erection of any building, or buildings, for school purposes, or which shall have, by its School Trustee, or Trustees, contracted any debts for the erection of any such building, or buildings, and such Trustee, or Trustees, shall not have the necessary means with which to complete such building, or buildings, or pay such debt, may, on the filing by the School Trustee, or Trustees, of said city or incorporated town, of a report, under oath, with the Common Council of such city, or the Board of such incorporated town, showing the estimated cost of any such building or buildings, or the amount required to complete such building or buildings, the amount of such debt on the passage of an ordinance authorizing the same by the Common Council of such city, or the Board of Trustees of such incorporated town, issue the bonds of such city or town to an amount not exceeding in the aggregate, thirty thousand dollars, in denominations not less than one hundred, nor more than one thousand dollars, and payable at any place that may be designated in such bonds, the principal in not less than one year, nor more than twenty years after the date of such bonds, and the interest annually, or semi-annually, as may be therein provided, to provide the means to complete such building, or buildings, and pay such debt. And such Common Council, or Board of Trustees, may, from time to time, negotiate and sell as many of such bonds as may be necessary for such purposes, in any place and for the best price that can be obtained therefor in cash. *Provided*, That such bonds shall not be sold at a price less than ninety-four cents on the dollar.

SEC. 2 The proceeds of the sale of such bonds shall be paid to said School Trustee, or Trustees, to enable them to erect or complete such building, or buildings, and pay such debt; but before payment to them, such School Trustees shall file with the County Auditor a bond, payable to the State of Indiana, in a sum not less than the full amount of the said money so to be paid to them, and with security, to be approved by said Auditor, conditioned for the faithful and honest application of such money, to the purpose for which the same was provided, and such Trustee, or Trustees, and their surety, or sureties, shall be liable to suit on such bond for any waste, misapplication, or loss of such money, in the same manner as now provided for waste or loss of school revenue.

SEC. 3. In addition to levying the tax by cities or incorporated towns, for general purposes, as now authorized by law, the Common Council of any such cities, and the Board of Trustees of any incorporated towns, as shall avail themselves of the provisions of this act, are hereby authorized and required to levy, annually, a special additional tax, at the same time and in the same manner as other taxes of such cities or towns are levied, sufficient to pay the interest and principal of said bonds falling due, which additional special tax shall be collected as other taxes of such city or town are collected, and the Treasurer of such city or town shall keep accurate accounts of the revenue arising from such special tax, and shall, in his reports, and when required by the city or town authorities, show the amount thereof received, the amount disbursed, and the amount thereof, if any, delinquent. He shall pay out the same only on the authority of the Common Council of such city, or Board of Trustees of such town, and shall permit the same to be applied to no other purpose than the payment of the principal and interest of such bonds, and official bonds of city and town treasurers shall be construed to cover and include revenue arising from this source. *Provided always*, That the additional special tax hereby authorized shall not, in any one year, exceed fifty cents on each one hundred dollars taxable property, and one dollar on each poll.

SEC. 4. The advancement of the cause of education requires that this act shall take immediate effect, therefore an emergency exists, and this act shall take effect and be in force from and after its passage.

A young lady had engaged to teach a school. She attended a public examination and requested a certificate, which was refused. On her way home she stopped to tell one of the school directors that they would have to engage another teacher. The director not being at home, she wrote a note and pinned it to the door. The note was preserved, and this is a copy of it, except the name of the writer :

Mr. James Pettagro i leave adars here that i have no difficate i did try to day and i leave you know it that is all excuse me. SALLY DOW.
_ you was not at home i rite it on a paper red it.

SCHOOL OFFICERS' DEPARTMENT.

EXAMINATION FOR STATE CERTIFICATES,

The State Board of Education will meet in the office of Public Instruction, at Indianapolis, on the 4th of April. All parties wishing to be examined for State Certificates, will therefore present themselves at the office of Public Instruction, at 9 o'clock A. M., on the day above named.

The examination will be conducted chiefly in writing, and in the branches named in the February number of the JOURNAL.

Certain parties have signified their intention to be present, and it is hoped that others not yet heard from, will also be present.

PRES'T. OF BOARD.

QUESTIONS AND ANSWERS.

OFFICE OF PUBLIC INSTRUCTION, Indianapolis, 1867.

"Can the same person legally hold the office of Examiner and School Trustee?"

TRUSTEE.

Ans.—He cannot and receive pay for both offices! The Constitution declares that no "person shall hold more than one lucrative office at the same time, except as by the Constitution expressly permitted."

"Can a teacher who teaches a part of his term without a license be legally paid out of the public revenue for the time thus taught?"

TEACHER.

Ans.—This question is susceptible of two answers, one negative, and one affirmative. 1. If the teacher commences his school without a license he cannot be paid from the public revenue for the time thus taught; the law declaring that "any teacher who shall commence teaching without a valid license shall forfeit all claim to compensation out of the school revenue for tuition for the time that he or she teaches without such license."

2. If the license shall expire after the opening of the school, and the teacher continues to teach until the end of the term of his employment without a license, he does not thereby forfeit his pay. Touching this, the law says, "if a teacher's license shall expire by means of its own limitation within a term of employment, such expiration shall not have the effect to stop the school, or stop the teacher's pay."

"If any county shall lose or squander any of the School Funds, who is responsible?"

TAX PAYER.

Ans.—The county is responsible. The statute and the Constitution declare this responsibility. Here is the language of the Constitution: "The several counties shall be held liable for the preservation of so much of said fund" (i. e. School Fund) "as may be entrusted to them, and for the payment of the annual interest thereon." The language of the statute is almost the same, hence needs not be repeated.

In accordance with this requirement, several counties have within the last year, made good to the fund several losses. These losses thus secured, aggregate over \$10,000.

6
EDITORIAL—MISCELLANY.

COMPOSITION WRITING.—No. II.

In the last number of the JOURNAL we gave a few elementary principles on which the following exercises are based. It seems necessary to remark further, as somewhat preliminary:

1. That beginners in composition should *write daily*.
2. The same time and care should be given to these lessons as to lessons in Arithmetic, Geography, and like studies.

It will be observed that remark first is restricted to beginners. After some advancement in skill and grasp of thought, the pupil should be encouraged to treat his subject exhaustively, therefore should have more time. This last phase will be treated more at length toward the close of these articles.

I. RULES AND DIRECTIONS.

Directions.—1. Classify the pupils, so nearly as may be, with the same care as in other studies.

2. In beginning all instruction should be oral.

Rules.—1.—*Define and illustrate a sentence.* If possible, be clear and simple. Do not confuse your pupils with pompous words. Do not learnedly and obscurely say, "a sentence is an assemblage of words expressive of a complete thought." No child of nine years of age ever did, or ever will comprehend this definition. This definition can be understood best by illustration. Thus: Grass grows; John runs; Birds sing; Birds sing sweetly; Birds sing sweetly in the Spring, &c. Many examples should be presented, and, if needs be, much explanation given, in order to the attainment of even tolerable clearness. Clearness attained under rule first, we are ready for rule

2. *The first letter in every sentence should be a capital.* This rule is so simple as to need no comment, consequently we pass at once to rule

3. *Place a period (.) at the close of each sentence.* Care is necessary at this point, otherwise the rule will be neglected or perverted. Sometimes it is neglected, that is, the space left blank; sometimes perverted, that is, all sorts of sorawls substituted. Both of these should be avoided. More, the pupil should be so thoroughly drilled that he will as certainly and as unconsciously make his period as he crosses his "t," or dots his "i." Anything less than this is not sufficient. As a drill under this rule, the pupil may be required to write single words, scrupulously inserting the period after each.

The above well learned, the pupil is ready to commence writing. This brings us to the consideration of

THEMES.

Great caution is necessary in both the selection and treatment of themes.

In selection for beginners, the following conditions should be observed, namely:

1. *Themes about which the pupil knows something.*
2. *About which he can know more.*
3. (If practicable,) *about which he desires to know more.*
4. *Always simple, and generally concrete.*

These conditions will rule out such themes as *Fame, Ambition, Mind, Spirit, Eternity*, and all kindred subjects.

These subjects are excluded by all the provisions above. The pupil knows but little about them, and at the age under consideration, *can* know but little if anything more, and does not desire to know more. Further, they are neither simple, (save in form,) nor concrete. Seeing then that this class of themes is excluded, we are to ascertain what class is admissible.

As above stated, they must be both simple and concrete; simple, not in form only, but in subject matter; as *Ba'l, Chair, Cat, Dog, Lamb, the School Room, the Creek, What I saw on my way to school, the Carding Mill, the Saw Mill, the Post Office, &c., &c.*

In the writing exercises we would suggest that the teacher should, so far as may be, enforce the following:

1. *Correct Spelling.*
2. Allow the pupil to use no word whose meaning he does not understand.
3. *Naturalness of style.*

The first of these rules needs no remarks, either as to its importance or as to the mode of applying it. Concerning the second, however, it is scarcely claiming too much when we say it is of paramount importance. A failure to comply with this rule tends, in a high degree, to vitiate style. Without delaying here to specify the various elements of this vitiation, we would name as prominent, want of clearness, also, of conciseness and, as a consequence, of force. In a word, the result of such a course is evil, and that continually. One of the most obvious means of carrying out this rule is the use of the Dictionary. In a subsequent article some suggestions will be made concerning this use.

Concerning the third rule, it seems necessary only to fix its meaning. In the sense here used, it is intended to mean a style on a level with the age and thoughts of the pupil; that is, a style almost identical with the *talking* style of the pupil. Among the various means of securing this result, it will sometimes be found necessary to require the pupil to state orally the same fact which he has written. This latter statement will generally be much more simple and direct than the former. Every statement in the composition may be treated in this manner, and afterward the pupil may be required to re-produce these oral statements in writing.

As an additional and negative means, the pupil should often be kept from reading anything concerning his theme immediately before writing. If these and other kindred means shall be carefully applied, the pupil's individuality will be preserved, and as a consequence his style will be his own—will be *natural*.

This is a result worthy of effort. It is painful and provoking to meet pigmies muffled and rebbed in the borrowed garb of titans; to meet little thoughts groaning under big words.

(To be continued.)

EDUCATIONAL LEGISLATION.

In the last number of the *Journal* we promised to give the results of educational legislation in this number.

By way of preface, we may say this legislation has been more in two particulars, and less in one than we had expected. These particulars will be named and noted in their order. We therefore proceed at once to enumerate the different acts.

I. NORMAL SCHOOL.

An act was passed appropriating from the Township Library Fund and the general Treasury, \$50,000 for the completion of the State Normal School building at Terre Haute. (This added to the donation made by Terre Haute makes \$100,000 for building purposes.) The Board of Trustees asked \$100,000, but the Legislature could not be brought up to so large figures, hence compromised on half the amount. There is not room for the insertion of the act in this number, but it will appear in a subsequent number.

II. STATE UNIVERSITY.

An act was passed appropriating annually \$8,000 for the support of the State University. This was a much needed appropriation. The University has been for years treated by the Legislature, not as an heir of the state, entitled to her fostering care, but rather as a step-child to be appeased by small favors. This act indicates that the state is willing to avow her maternity and properly support her offspring. This appropriation will enable the University to do a work worthy of the state, and of the great cause of popular education.

III. LOCAL TAXES FOR TUITION.

An act was passed providing, that cities, towns and townships may levy local taxes for tuition. This is one of the acts we had not dared to hope for, yet it was passed with less difficulty than many others. This is without doubt one of the most important educational measures acted upon for several years in our state. It carries the right of taxation into every township, town and city, by means of which the deficit in the general, state revenue may be supplied. This has been one of the great wants of our system since the fatal decision of the Supreme Court declaring such

law unconstitutional. Notwithstanding the Constitution remains as it then was, it is believed the present Court will sustain this law. If it shall so do, a generation of children may, with just cause, rise up and say blessed ! So important do we deem this act that we present it in full at the close of this article, and call the attention of all our readers to its provisions.

IV. INCREASE OF SCHOOL FUNDS.

An act was passed requiring the payment of interest on a large number of bonds due the Sinking Fund (now the School Fund,) also providing for the payment of certain other amounts due the School Fund, thus adding to the fund, the large sum of \$287,059 22. This is a large and significant addition and is to remain a perpetual fund, yielding a perpetual revenue, for the benefit of the schools.

V. TAX FOR ERECTION OF SCHOOL HOUSES.

An act was passed by which cities and towns may incur a debt for the erection of school houses, and then issue bonds for purpose of raising means to pay this debt. This act will be found of vital importance to a number of towns and cities which have for years been unable to raise, under former stringent laws of taxation, the necessary means for building. This act being passed under an emergency clause is now in force, consequently available for any who may choose to use it. So important do we deem this act that we present it in full in another portion of the *Journal*.

VI. GENERAL AMENDMENTS OF LAW.

The bill proposing several amendments to the school law failed. While we desired that this and every other educational bill should pass, yet the failure of this is a small matter in view of the important measures passed. A little more activity on the part of the educational committees, would we believe have brought this bill forward in time to secure its passage. It passed the Senate but one week and one day before the close of the session, and reached its third reading in the House, about ten o'clock at night on the last evening of the session. This was too late an hour for the favorable consideration of a bill which had to go back to the Senate for concurrence in certain proposed amendments, consequently as a short cut through a long work, it was indefinitely postponed. This bill as stated in last issue, contained, substantially, the amendments proposed in the December number of the *JOURNAL*, with the addition of an imperfect provision inserted by the Senate, for the education of colored children. We deem it unfortunate both for the schools and for the colored children that this element was injected into this bill. The interests of each would, in our opinion, have been more favorably regarded if presented separately; especially would this have been the case in the House.

VII. THE TERM OF OFFICE OF TRUSTEES.

The bill proposing to lengthen the term of office of Township Trustees to three years, passed the Senate; also its second reading in the House, but never reached its third reading.

VIII. CONSTITUTIONAL AMENDMENT.

The Constitutional amendment of last session, proposing the right of cities and towns to levy taxes for tuition, was amended by adding townships also. Several other and different provisions—as annual sessions of the Legislature; the denial of the right of the State to assume any liability in any debt of the Wabash & Erie Canal, &c., were added.

These amendments passed the Senate but failed in the House. Had the educational amendment been presented alone, it would without doubt have passed, and we believe with a large majority. Thus, after three efforts at amending the Constitution, we are just where we were in the beginning—everything to be commenced *de novo*.

IX. APPORTIONMENTS, &c.

The law was amended, changing the time of the apportionment of the school revenue, by the Superintendent, from the third Monday in April to the third Monday in May; and by the county Auditors, from the second Monday in May to the second Monday in June.

The Township Library Tax was repealed. We did not advise this, yet we readily assent to it, believing it sound policy for the present.

In conclusion, it may be stated that this is all the legislation relating directly to the common schools. There was other legislation relating to other educational interests, chief among which was an act providing for the establishment of a State Reform School for juvenile offenders. Some facts concerning this will be given in a subsequent number of the JOURNAL.

The Agricultural College bill, after consuming much time, was indefinitely postponed. This is the third regular session of the Legislature in which this important subject has been considered, and nothing done. The result of all this work and talk may truthfully be expressed in the words of the heading to the last chapter of Johnson's Rasselas, namely: "The conclusion in which nothing is concluded." How members who voted for this indefinite postponement intend to justify themselves before their agricultural constituency, we do not know.

LOCAL TAXES FOR TUITION.

The following is the act providing for local taxes for tuition. True, the term tuition is not used, yet such is the object and intent of the act. It is hoped that many of the school corporations will be able to place a levy on the current year's tax duplicate. We recommend all who are needing these taxes, (and these are many), to give this matter due attention.

The act will not however be in force until the laws are published and distributed to the counties, and proclamation of this fact made by the Governor. The State Printer has, however, agreed to hasten the matter of publication, hence it is hoped that this law will be in force, before the County Auditors commence making out their tax duplicates. If so the

taxes herein provided for, may be levied and collected for use next school¹ year.

Had not the emergency clause been dropped from the bill by some engrossing or enrolling clerk, the act would now be in force, and all of the above indicated uncertainty would be removed. But as it is, its application will, we fear, be much curtailed for the present year.

ACT.

SEC. 1. Be it enacted by the General Assembly of the State of Indiana that the Trustees of the civil Townships, the Trustees of incorporated towns and the Common Council of cities, shall have power to levy annually a tax, not exceeding twenty-five cents on each one hundred dollars of taxable property, and twenty-five cents on each taxable poll, which shall be assessed and collected as the taxes for State and County revenue are assessed and collected.

SEC. 2. The funds arising from such tax shall be under the charge and control of the same officers, secured by the same guarantees, subject to the same rules and regulations and applied and expended in the same manner, as funds arising from taxation for Common School purposes by the laws of the State: *Provided*, that the funds assessed and collected in any civil township incorporated town or city, shall be applied and expended in the same civil Township, incorporated town or city in which such funds shall have been assessed and collected.

Approved, March 9th, 1867.

ELECTION OF SCHOOL TRUSTEES.

The friends of education should bear in mind that all the School Trustees of the State, (about one thousand and three hundred in number) are to be elected this month. The Township Trustees are to be elected on the first Monday, and the School Trustees of cities and towns, at the first regular meeting of the Council and of the town Trustees, in the month.

Every intelligent observer knows the close and controlling relation these offices hold to the schools of their respective corporations. Says the law, they, "the Trustees shall take charge of the educational affairs of their respective townships, towns and cities, employ teachers, establish schools, &c." These important powers vesting in the Trustee, it becomes a matter of consequence who shall hold and exercise these powers. This true, we respectfully submit to every friend of education, that it is his duty to do what he may to secure the best available man in his township, town or city, for Trustee. We would not encourage, but on the other hand discourage partisan struggles. The interests to be subserved are too important to be sacrificed to such objects. We have said the best men, and we adhere to that, irrespective of partisan considerations. Our school interest must be advanced by all available honorable means, and this is one of these means. Let friends of education judiciously but earnestly use this means, and use it in the present elections.

BOOKS FOR TOWNSHIP LIBRARIES.

We are happy to be able to state that the books for most of the Township Libraries have been shipped, and the remainder will be shipped in a few days. They are sent to the County Examiner in care of the County Auditor. In connection with these books, are sent so many of the Reports of the Superintendent of Public Instruction, as are due the respective counties.

The following is the list of all the books sent, save a portion to a few Townships containing the larger cities; these received additional books. Not every book here named goes to every library. On the contrary, some Libraries receive but two or three volumes, some ten, some all, each receiving in proportion to the school population of the township, and commencing at the head of the list.

Upham's Life of Faith,
Indiana Horticultural Report,
Letters to Mothers,
Soldiers of Indiana in the war for
the Union,
Health, its Friends and Foes,
The Nation's Tribute to Abraham
Lincoln,
The American Housewife,
Chronicles of the Schonberg Cotta
Family,
Timothy Titcomb's Letters to
Young People,
Aimwell Stories, Vols. 1, 2, 3, 4,
5, 6 and 7,
Elementary Instruction,
Tales from Genesis,
How to be a Man,
Bitter Sweet,
Dillon's History of Indiana,
School Economy,
Round the World,
American Poultry Book,
Education—by Herbert Spencer,
Political Manual,
Youatt on the Horse,
Downing's Fruits and Fruit Trees,
The Poor Boy and Merchant
Prince,
The Good Girl and True Woman,
American Statesman,
Gosse on the Ocean,
Christian Memorials of the War,

Creasy on the English Constitution,
Muller's Life of Trust,
Life of Washington—by Cecil,
Eighteen Christian Centuries,
History of Civilization,
Structure of Animal Life,
Hand Book of Household Science,
Old Regime and French Revolution,
Beauties of Ruskin,
The Professions and Trades—2 vols.,
Pleasures of Science,
Dodd's Lectures to Young Men,
Sanford and Merton,
Soldiers of the Bible,
Home and College,
Bryant's Poems—2 vols.,
Lessons in Life,
Graded Schools,
Self Helps,
Christ in History,
Lives of the English Poets—2 vols.,
Africa and the American Flag,
History of the Puritans,
The Life of Christ,
Early Indiana Trials,
Social Statistics—Spencer,
Chambers' Cyclopaedia—English
Literature,
Household Book of Poetry,
Macaulay's England,
Bancroft's United States—Vols.
6 and 7.

Combe on the Constitution of Man,	Muller's Science of Language—2 vols.,
Literary Attractions of the Bible,	Life of Samuel Adams—3 vols.,
Young's Government Class Book,	Homer's Iliad—Earl of Derby,
Laws of Business for Business Men,	Religion and Chemistry,
Rasselas,	The True, the Beautiful, and the Good,
Body Politic,	Holland's Life of Lincoln,
History of Education,	Races of the World,
Christianity the Religion of Nature,	History of the Intellectual Development of Europe,
Kind Words for Children,	Recreations of a Country Parson—2 vols.,
Gold Foil,	Country Parson's Graver Thoughts,
Cyclopedia of Biography,	Tennyson's Poetical Works—3 vols.,
American Conflict,	
A Manual for Executors and Administrators,	
National Education in Europe,	

JOHNSON COUNTY TEACHERS' INSTITUTE.

A Teachers' Institute was organized at Franklin, Johnson County, on the 11th inst., by D. D. Banta, Esq., School Examiner for said county. Fifty-seven names were enrolled. The Institute was in session five days, during which time the exercises seemed to be constantly increasing in interest. The session of this Institute formed a very pleasing contrast to those previously held in this place. The meetings were largely attended by the citizens and others living near the town, until the room at the Academy was too small to accommodate those in attendance. The last day's session was held in the Baptist Church, which was nearly filled by visitors.

There were daily exercises in Orthography, Reading, Penmanship, Mental and Practical Arithmetic, English Grammar, Geography, Reading Essays, &c., until Thursday afternoon. At that time it was announced that Prof. G. W. Hoss was present, and being invited forward to the stand and introduced to the Institute by Mr. Shaw, he delivered a very interesting lecture, on various school matters, answering questions, &c. In the evening he lectured in the Presbyterian Church, before the Institute and the Young Men's Christian Association; subject, "Education." The lecturer was listened to with most profound attention, for he evidently showed that he was master of his theme.

Friday forenoon was principally occupied by Prof. G. W. Hoss, in a lecture upon "School Government," "Corporal Punishment in Schools,"

Messrs. Hough and Bowles, of Indianapolis, were also present. The former lectured on "Instruction to Primary Classes;" the latter on "Pen-

manship," giving a very decided preference to the Payson, Dunton and Scribner system.

Essays were read by Messrs. Burdick, Henry, Shaw, and Woodruff; subjects: "The Schoolmaster;" "Geography;" "Education;" and "Progression."

A paper consisting of contributions from different members of the Institute was read by Miss Laura Overstreet and Mr. M. H. Belknap.

The following resolutions were moved and carried unanimously; after which the Institute adjourned, to meet again on the third Monday in August next, at which time it is intended to hold another session of five days:

Resolved, 1. That the session of the Johnson County Teachers' Institute, now closing, has been a decided success, and augurs a more hopeful future for our county public schools.

Resolved, 2. That as teachers we highly appreciate the advantages to ourselves to be derived from thus mingling together as an associate body.

Resolved, 3. That we will earnestly and faithfully co-operate, to the extent of our ability, in all our future County and District Teachers' Institutes.

Resolved, 4. That as the teacher carves on enduring tablets, that as his work is largely a work of love, being not fully appreciated, we must earnestly work and patiently wait for our full reward in the unfoldings of mind, and in the developments of eternity.

Resolved, 5. That the thanks of the Institute are due and are hereby tendered to Mr. R. B. Shaw, for his able and impartial superintendence during the session of the Institute.

Resolved, 6. That the thanks of the Institute are tendered to the various teachers who have conducted classes, read papers and led in the various exercises.

Resolved, 7. That to Prof. G. W. Hoss, State Superintendent, we are especially indebted for his able educational address, for his instructive talks, and wise words of counsel and sympathy.

Resolved, 8. That we recommend every teacher to take and read the INDIANA SCHOOL JOURNAL and other educational works, and thus dignify the profession and magnify our work.

Resolved, 9. That the thanks of the Institute are due and are hereby tendered to D. D. Banta, Esq., County Examiner, for his untiring efforts in organizing this Institute, and for the interest he has taken in the exercises since its organization.

Resolved, 10. That we consider the non-dissecting manakin patented and manufactured by Dr. J. P. Gill, and by him brought to the notice of the Institute would be a valuable aid in teaching Anatomy and Physiology in our schools, and earnestly recommend the Trustees to introduce it therein.

Resolved, 11. That the Secretary be instructed to request the publication of an abstract of the proceedings of the Institute in our county papers, and in the INDIANA SCHOOL JOURNAL.

REPORT OF INDIANAPOLIS SCHOOLS.—The annual Report of the Public Schools, for the year ending Sept. 1, 1866, is just out. This report, in generic divisions, consists of The Report of the Board of Trustees; of the Superintendent; of the Board of Visitors; Rules and Regulations for Government of the Schools, Course of Study, Report of Treasurer, Names of Teachers; Statements Concerning School Property; and Questions used in Examination of Candidates for Admission to the High Schools. This report gives encouraging evidence of the improved condition of our city schools. Our space at present will allow but a few facts verifying the above; among which are the following:

Value of School Property.....	\$173,000 00
Special School Revenue expended within the year ending Sept. 1, 1866.....	39,389 87
Tuition Revenue Expended within the year.....	15,909 52
Number of Pupils Enrolled.....	3,634
Average Daily Attendance.....	1,600

A fine two-story nine-roomed building has recently been opened, with accommodations for five hundred pupils, at a cost of \$32,000. Another building of like style, size and cost is soon to be opened.

There are many other facts of interest in this report, but want of room precludes further insertion in this number.

A NEW RULE FOR CORRECTING RANDOM COURSES IN SURVEYING LAND.—For the distance of half a mile, multiply the distance in links that the random course varies from the bound or terminus of the true one by 6 and divide the product by 7, the quotient is the variation in minutes. The same ratio necessarily holds good for all other distances; thus for one mile multiply as above by 6 and divide by 14.

Shorter than the above and very nearly accurate is this:

Divide the number of links as above, for a half mile, by 7 and therefrom subtract the quotient; the remainder is the variation in minutes.

The following letter accompanied the above:

ROCKFORD, Ind., March 1, 1867.

HON. G. W. HOSS, ED. "SCHOOL JOURNAL"—Sir: I enclose you a rule for determining the variation of a random from a true course which I have been using for years, but which I have not been able to find in any of the books. There is no clue to its authorship within my knowledge. If you think it worth the trouble, give it to the world in your SCHOOL JOURNAL. Hoping that this may be an aid to some Surveyor, I am,

Very respectfully,

IRA BROSHEARS.

LIBERALITY OF AN INDIANIAN.—It is reported on good authority that Chauncey Rose, Esq., of Terre Haute, has recently donated \$50,000 to the News Boys' Home in New York. We are pleased to be able to record his act of beneficence of an Indianian, of a man bearing a reputable name as a business man and as a citizen.

CORRECTION AND APOLOGY.—In our notice of Dr. Bullion's Latin Grammar, we stated in Feb. number, that the work though consisting of 390 pages was not "relieved by the translation of a single line." Our attention being called to this statement, we find that it needs slight modification. There are so far as we have been able to discover, about four pages in the aggregate, of exercises in translation. We gladly make this correction, and at the same time apologize to the publishers for our error.

COMPLIMENT TO OUR SCHOOLS.—Hon. Thos. A. Hendricks, in his debate on the Educational Bureau Bill, in the United States Senate, used the following complimentary language concerning Indiana Schools:

"The States have nearly all now entered upon a system of common schools; and so far as I know, they are well arranged, well considered and adjusted systems. The State of Indiana has a very good system. It is generally under the control of a man well qualified for the position; in all probability equal in his qualifications to the man who will be put in charge of any department in this city. Our own system is understood by the people. It is satisfactory to them. They support it; they encourage it; and it is felt in every neighborhood. It furnishes a school to every neighborhood."

STATE DEBT.—The recent report of the State Treasurer, shows Indiana's indebtedness to have been, Nov. 1, 1866, \$5,398,612 18.

SEVEN MONTHS SCHOOL.—The schools of Centre Township, Marion County, will be kept open seven months this year. This is truly encouraging, and is one of the longest terms of public schools, in the rural districts, of which we have heard, in the State.

EDUCATIONAL NEWS.—We shall be greatly obliged if our friends in different parts of the State will forward to the JOURNAL, the educational news of their respective localities.

FROM ABROAD.

HON. E. E. WHITE, of Ohio, has recently been offered the Principalship of the New York Normal School, located at Albany. It is believed he will not accept.

NATIONAL DEPARTMENT OF EDUCATION.—Congress has recently passed the bill providing for a National Department of Education, at Washington. The objects of this act are expressed in the first section of the same, as follows: "There shall be established at the City of Washington, a Department of Education, for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the

organization and management of schools and school systems, and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."

Hon. Henry Bernard, of national reputation, has been appointed as Commissioner of this new department.

ALABAMA.—The House of Representatives in Alabama has passed a bill providing a system of free schools, alike for whites and blacks. The schools are to be separate.

PROF. CHADBOURN, of Williamstown, R. I., has been appointed President of the Agricultural College, at Amherst, in place of Mr. French, resigned.

IOWA.—Hon. Oran Faville, on account of feeble health, withdraws from the editorial staff of the *Iowa School Journal*.

MR. PEABODY'S GIFTS.—The following is believed to be a correct list of Mr. Peabody's gifts during the past two or three years:

The London poor, including exchange.....	\$1,800,000
Baltimore, for Institute.....	1,000,000
Baltimore Historical Society.....	20,000
Boston Historical Society.....	20,000
South Danvers	160,000
Danvers	50,000
Newburyport	15,000
Georgetown (Mass.) for Church and Library.....	50,000
Georgetown, D. C.....	15,000
Library in Vermont.....	5,000
Yale College.....	150,000
Harvard College.....	150,000
Kenyon College.....	25,000
Phillips Academy	25,000
Salem East India Company, Lecture Room and Museum.....	140,000
Grinnell Expedition.....	10,000
Recent donation to the South, which may be increased by the Mississippi bonds	1,000,000
His family connections, in trust.....	1,500,000
Total.....	<hr/> \$6,135,000

The Grinnell Expedition was the voyage of Dr. E. K. Kane, for which the vessel was furnished by Mr. Henry Grinnell. All but a million and a half of the above has been contributed for public purposes. It is understood that Mr. Peabody has provided for every relative he has now living, giving them from fifty thousand to a hundred and fifty thousand dollars, according to their nearness to him.—*New York Gazette*.

BOOK TABLE.

THE CONSTITUTIONAL CONVENTION; ITS HISTORY, POWERS AND MODES OF PROCEEDING. By John Alexander Jameson, Judge of the Superior Court of Chicago, and Professor of Law in the Chicago University: New York: Charles Scribner & Co.: 8 vo. pp. 561.

So far as examined, this work gives evidence of an erudite and vigorous mind in its author. He is wide in his references to writers on political law; is severely logical in his modes of reasoning, and it is believed, unusually sound in his conclusions. While this work may not interest the casual reader, it will highly interest and profit the earnest student of the science of government. In this work he will find the nature and functions of these powerful political agencies, Conventions, ably and elaborately set forth. In our judgment every law maker and law expounder in the land should read this book.

HUMAN PHYSIOLOGY. By Worthington Hooker, M. D.: New York: Sheldon & Co.

This work consists of two volumes; the first a primary work of 191 pages; the second more advanced, containing 454 pages. These in our judgment are good works. To be more specific, their chief points of excellence are two, namely: 1, freedom from technicalities; 2, interesting method of treatment. Touching the first of these points, we had not believed, prior to reading this work, that the subject could be treated with so few technical terms. Touching the second point, we are of the opinion that few works treating scientific subjects will be read with more interest and less fatigue.

Notwithstanding these excellencies, there is a change we should like to see made, namely, an increase of the matter on Hygiene. Hygiene, as is well known, is the valuable part of Physiology, to the great mass of students. Hence it should form a large part of every text-book on this subject.

THOUGHTS SELECTED FROM THE WRITINGS OF HORACE MANN. Boston: H. B. Fuller & Co.: 18 mo., pp. 240.

It has become a household phrase to say "the Beauties of Ruskin." Heretofore this honor belonged to one only; now we may extend it and say, the "Beauties of Mann." This is a beautiful volume, filled with beautiful thoughts, and he who reads it will, if he reads honestly and earnestly, be both wiser and better. The compiler of this work has done the cause of education a real service.

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INDIANA SCHOOL JOURNAL.

GEORGE W. HOSS, A. M., *Editor.*

VOL. XII.]

INDIANAPOLIS, MAY, 1867.

[No. 5.

SELF CONTROL.

BY CYRUS NUTT, D. D. PRESIDENT OF INDIANA STATE UNIVERSITY.

This happy mastery of himself contributes greatly to mental and physical health and long life.

This calm, quiet, spirit, this perennial fountain of joy, becomes the water of life, ever refreshing to our whole nature. Thought, reason every mental power, is invigorated by healthful activity, each in its appropriate sphere as the great Creator designed.

Health of mind contributes to health of body. It is as yet a mooted question, which exerts the greatest influence over the other, the mind over the body, or the body over the mind. They deeply sympathize with each other. The body cannot be greatly effected without affecting the mind, and the mind, in its changes, produces corresponding changes upon the body. This influence, in its full extent, is, by most persons, but little understood. Nothing tends more directly to impair the health of both body and mind, than the loss of sleep. Some few have been found who for a limited season, have maintained a good degree of health, with but little sleep. Pichegru conducted a whole campaign, lasting three months with but one hour's sleep in twenty four. Napoleon I. in his first Italian campaign, slept but little. These however are the exceptions. The rule is that six or seven hours slumber are absolutely required; and to be deprived of it induces disease and insanity. Inability to sleep is one of the first symptoms of approaching lunacy. The services of "tired nature's sweet restorer" are necessary to repair the wear and tear of the nervous system, or sickness and death must result.

Yet there are few who have not at times found it impossible to sleep at the usual hours of repose. The favors of the drowsy god are solicited in vain. Long hours pass away and our thoughts refuse to be quieted, and only a few moments of troubled slumber just at the dawn, leave the subject feverish and irritable, totally unfit for the labors and duties of the following day. The exhausting effect upon the nervous energy produced by these nightly vigils must soon be felt, and end in prostration. In constitutions of great native vigor these excessive drafts may be resisted for a while, but if protracted, the most vigorous powers must ultimately yield, and premature old age ensue with the decay of every faculty, and the term of life will be greatly shortened. The momentous duties and responsibilities of our position in life, or the great thoughts thronging the mind of those engaged in the pursuits of science or in solving social problems, or those great political questions which involve the happiness of the nation, pursued until a late hour of the night continue, when we have reclined upon our pillows, banishing sleep. Or some emergency occurs which arouses the stronger passions, and concentrates thought and attention in spite of all the efforts of the will to divert the mind to other subjects, and the vivid pictures of the scenes which so deeply awakened the feelings, are revealed again and again in the mental vision, and like the ghost of Banquo will not down at our bidding; and the whole night is passed in wakefulness. Great is the mental agony thus endured, and more wasting to vital energies, than bodily torture.

Could we but banish the painful subject from our thoughts, forget it, and at will call up other scenes and visions, the intense feeling would soon subside, and anxious thoughts would cease, and refreshing sleep would soon enwrap our forms in her soft and rosy mantle, and distil health and vigor on all our powers. Complete control of our thoughts would secure for us this priceless boon. Such may live long and retain down to wintry age their powers unimpaired. There are few who are so fortunate; but the history of the past, has furnished a few examples. Such was John Wesley. So perfect was his self-control, that at every period during his long life, whenever he felt the need of sleep, it came at his call. However pressing his duties, however great the labors which tasked his mental and physical energies; immense as were the burdens he bore in the herculean work which he accomplished, terrible as were the persecutions which he suffered, and however

face the howl of the mob upon his track seeking his life, he had but to invite repose, and sweet slumber immediately inclined his eyelids, and he awoke refreshed. On his eightieth birth day, he penned this remarkable note in his diary: "I am now four score, and yet my sight is not dim, nor is my physical force abated. I feel no decrepitude, none of weakness of age in mind or body." Among the causes of this remarkable preservation of his powers, he mentions the fact alluded to above, his power to command sleep when ever he desired. How vast the load of human misery which would be relieved, and how immense the amount which would be added to human happiness, did all possess this self-control! Millions of delicate, nervous, systems, after a few years of suffering, have died utterly broken down by the mental agitation which they had no ability to control. Few can be found who have not in some degree suffered from the same cause. We have but to consult physicians to be informed, in regard to this all potent cause of disease and death. The very issues of life are here intimately involved. As we value usefulness, our own happiness, yea life itself, we should labor to acquire the power of controlling our thoughts.

SELF-POSSESSION.

This subject presents another aspect scarcely less important; the perfect self-possession which the due command of thought always imparts. It requires no effort to be calm while all is quiet within and without. It is easy to be still when we recline upon our couch for repose. In the common routine of social and business life, most are sufficiently self-possessed to conduct themselves with courtesy and propriety, and to appear at ease. But in times of imminent peril, or amid a tempest of provocation, to be cool, perfectly tranquil, and to hold thought and reason at perfect command, is a trait which always commands the highest admiration, and is possessed by few. When fire has broken out, and houses are consuming, all perceive the difference in different individuals. Some are paralyzed by their fears, and at the moment when their own, or the safety of others requires the full exercise of their powers, they are perfectly helpless, losing all self-control. Others think faster and better than ever before, and display qualities which none of their friends ever believed they possessed. There are cases in which the lives of multitudes, the fate of a battle, the destiny of a nation may be suspended upon the coolness and self-possession of one man; the commander.

The fate of the noble ship, weathering the storm, and rounding into port, depends, through a fearful moment of suspense, upon the self-control of the pilot. If he makes a single mistake she strikes upon the rocks and all is lost. The sea captain in the midst of the storm, when the elements are at war, the quick flashing of the lightning presents a continuous sheet of flame, and the artillery of the heavens is in full play and the ship creaks and quivers in the fury of the wind, and a thousand storm demons are howling, who yet is cool and deliberately gives the necessary orders, and the vessel rides out in safety the tempest, is justly styled a hero. He who retains the full possession of all his powers on the field of battle, and controls the movements of a hundred thousand warriors, while a thousand cannon are vomiting shot and shell, the continuous volleys of musketry, the charge, the shouts, the shrieks of the wounded and dying, watches the tide of battle, discerns the critical moment, and gives the appropriate orders, and leads on his reserves in the decisive attack routing his foes, and gaining the laurels of victory, is the hero general. If he loses self-control, confusion defeat and disgrace must follow. This self-control is an essential element in the character of the hero, and is necessary to secure the confidence of the soldier, without which success is impossible.

It contributes to success also in every department of life. We admire the self-command of that spartan boy, who concealed the stolen fox beneath his cloak without betraying the least symptoms of pain, until he fell down dead, the fox having gnawed into his vitals. We admire Mucius Scævola, who in the flames held his right hand until it dropped off, because it had made a mistake and killed the secretary, instead of the general, Parsenna himself. It is said of one of the Marshals of Napoleon, that he seemed quite an ordinary man until the rage of battle began, when he appeared to wake as from half slumber, and exhibited the greatest brilliancy until the engagement was ended. All great generals, and all great men possess this trait; its importance cannot be over estimated.

No student has passed an examination, or attempted a public performance, without feeling more or less embarrassment. Thought is confused, treacherous, he hesitates, forgets, fails. Provoked at himself, and humiliated, he is fortunate if he is able to rally and renew the effort. Weaker minds sink under the discouragement and yield to despair. How complete the self-control of the first class orator; the ready command of thought and language which

distinguishes the ready debater. This greatly increases the effect upon the audience; for the speaker exhibits not only a high degree of power over the minds and thoughts of others, but also over himself. He excites those around him in the highest degree, but he is calm and unexcited. It is said of John Wesley, that in his most exciting discourses, which swayed his immense auditories as the tempest bends the forest, and while all was tumult around him, he was the only one that seemed perfectly calm and unmoved; scarcely even raising his voice above the ordinary key. The same was true in the oratory of Jonathan Edwards. While many in the congregation were so overwhelmed with excitement that they would cry out, he spoke on in the same deliberate tone of voice. The happiest efforts of Daniel Webster, and Henry Clay, were characterized by the same perfect self-command. The first requisite to command others is to command ourselves.

CONCLUDED.

THE EDUCATION OF OUR COLORED POPULATION.

Whilst many important and radical steps are being taken for the advancement of universal education, this is one to which I fear we are not sufficiently aroused.

In the final solution of the great national problem that has been before us for several years past, I believe that the providence of God designs to secure to every person in our land equal and just rights. His judgements are in the earth and prosperity will not return to us in the full, until we, as a people, have so far acknowledged His right arm to be directing the progress of human affairs as to cheerfully acquiesce in the decree, and to grant to all persons all the rights and privileges which we enjoy and to protect them in their enjoyment of them.

It is not within the province of this article to discuss the above proposition, hence I shall pass immediately to the one indicated by my subject.

This problem is before us, and we must solve it. Through personal or party influences, through fear of encountering prejudice

and opposition, and for other reasons which actuate timid men to stand still, we may for a time partially evade the issue, but we can not turn it off. Let us then meet it manfully and with the fear of God before us.

We have a large colored population long deprived of any educational privileges. They already constitute an important element in our national structure and they must ever continue to. All schemes of colonization must fail. Indeed I am not sure but that right demands that they should fail. How then shall we most easily make these people an element of prosperity to us and to themselves?

We must educate them. Every moment of delay is wasted time. The old "bug-bear" of "Negro Equality" will not suffice longer to stifle the consciences of intelligent people, to intimidate men from performing their christian duties to the oppressed. Equality in a social point of view is not even a probable result, and if it were it has nothing to do with the question any more than the education of any other class of ignorant and depraved people has.

They must be placed in possession of every educational advantage that white persons have. I mean to say to all white men in the land, that justice, self interest and national prosperity alike demand that the child of the oppressed negro shall have educational privileges equal in quality and kind with those which your children enjoy.

If their ability to improve these opportunities ever was a question, it has ceased to be such now. But in this connection I make the following extract from the *N. Y. Tribune*, concerning the "Shippen Street Colored High School" of Philadelphia.

"We visited this school last week, and for two days witnessed its annual commencement exercises. We saw there abundant evidence—

"I. That under the management and instruction of colored teachers, male and female, there is in Philadelphia a school for the education of girls and boys in the Latin and Greek Classes, the Mathematics, History, Geography, and Composition, which is fully equal to the best of the endowed academies of Massachusetts and New Hampshire. This is saying a great deal, but we still stand by it.

"II. We saw that under the development of this culture, favored

by the strong social position which the colored population in Philadelphia have attained in that freest of our great cities, there were one hundred and eighty-one boys and girls of African descent, as intelligent, as self-respectful, as well-mannered, as well dressed and as promising as the same number of school children in any of the best schools in New England. To be more specific—we saw a large school of colored pupils, who, in no respect, save color and features, differed at all from the best educated and most carefully trained white boys and girls of the same age in the best academies of the Northern States. In all respects, they were fully their equals.

“III. We saw colored children of both sexes, between the ages of twelve and nineteen, rigidly examined in Xenophon's *Anabasis* and the Greek Testament, in Virgil's *Æneid*, Cicero's orations and Horace's songs, in plane and spherical trigonometry, Legendre's geometry, algebra, mental arithmetic, English analysis, history and geography, and saw that they understood and knew what they recited; that they were radically and thoroughly instructed; that their answers to questions were not exercises of memory; that they had not been drilled parrot-like for a public show; and that they had successfully received from colored instructors the education which our best schools give white children preparatory to entering college.

“IV. We heard compositions read, and declamations delivered, upon such themes as ‘The Essential Feature of a Republic,’ ‘Music as an Element of Worship,’ ‘The Education of Women,’ ‘The Age of Pericles,’ ‘The American Congress,’ ‘The Province of Poetry,’ ‘Individual Effort,’ ‘The New Rome,’ ‘The Two Cæsars.’ These performances—original, marked with thought, of a high grade of excellence in the use of language and structure of sentences, and full of generous feeling and morality—had they been listened to by the most prejudiced upholders of caste, would surely have shamed them out of all further talk about the inferiority of the African race, and brought them to a candid confession that there is nothing in the organization of the colored American which should withhold from him complete political enfranchisement; nothing in his character or capacities which can longer uphold the mean and cowardly lie that the Government of the United States was intended to be a ‘White Man's Government.’”

Richard Humphreys, a member of the Society of Friends, in Philadelphia, preparing for his death in the year 1832, devised

\$10,000 in trust "to instruct descendants of the African race in school learning, in the various branches of the mechanic arts and trade, and in agriculture, in order to prepare and qualify them to act as teachers in those branches of useful business." That little sum of money was the seed from which has grown up the Shippen Street Colored High school.

With the problem before us it may be well to enquire "What other states are doing ?

For a number of years past the laws of Ohio have made provision for the education of the blacks in separate schools, established and supported as other free schools are, but in some places popular sentiment has opened the way and both attend the same school. Such has been the case in Cleveland, whose public institutions of learning would put to blush those of any city in our State. Not long since I visited those schools and found colored youth in all departments, and not unfrequently standing beside the white children in the highest classes. So far as I could learn there was little or no prejudice existing in regard to the matter. The Colleges of Ohio, excepting Oberlin, are, so far as I know, closed to colored persons.

Within the past two years the public schools of Illinois have been opened to colored children. About two years ago I visited some of the finest schools of Chicago, and found many colored children attending. I was informed by Prof. S. H. White, the accomplished Principal of one of those large schools, that at first a little opposition was manifested, but it soon vanished.

St. Louis has a system of free colored schools but I am not well informed as to their exact nature.

These are facts with which I believe the people are not generally acquainted. I at one time, found colored children attending by common consent the free schools of Michigan City in our own State. I am not informed as to whether they yet continue to do so. Liber College in Jay County is open to them, also some of the private schools of the Society of Friends. But we may say that the blacks are virtually excluded from all our schools.

I believe that our late legislature has taken some action in regard to the education of the blacks. This is right, but to be effectual it must be radical. Shall our neighbor sister states, Ohio and Illinois whose schools both in spirit and in fact are very far in advance of ours, do justice to all whilst we, the people of Indiana allow our

prejudice and our ignorance to blind us? Shall they grow strong under the nourishing influence of a liberal school policy, whilst we wrap ourselves in our cloak of self-sufficiency and remain stationary?

Let us take hold of this work energetically. As to the special means for accomplishing it, I am not particular, but let it be done thoroughly and speedily. Whether we establish separate schools for the blacks or open the doors of our houses to all alike, I am indifferent. But I think that in communities sufficiently densely populated to sustain schools for both black and white, it would be better to establish separate schools. Elsewhere I should approve of admitting all to the same school.

This problem is before us and we must solve it. Let us do it wisely, justly and in accordance with the grand and radical principles which underlie a correct appreciation of "life, liberty and the pursuit of happiness."

RICHMOND, Ind.

H. H.

[With reference to the action of the Legislature last winter, it is proper to say that a bill providing for the education of colored children was introduced but not passed.—[Ed].

LANGUAGE VERSUS GRAMMARS!

FROM THE OHIO EDUCATIONAL MONTHLY.

The longer I live and think, the more dogged my conviction grows, that the definitions and rules and abstractions of grammar are altogether unsuited to the age and cerebral condition of pupils, before they are ready to enter the upper classes of the High-School. All the knowledge of the laws of their native tongue which they need, can be acquired in the Secondary Department in the same way as in the Primary, (*mutatis mutandis*, of course,) *practically*, by drills in language, by sentence-building, and, finally, when the learners are ripe for it, by original composition. I am confident that young people trained according to this natural method, under a lively and judicious teacher, himself possessing a ready command of correct and forcible language, fluency and versatility of expression, will, at the end of the course, not only know a great deal more of actual grammar, but will, in addition, have secured a

correctness of style, in which classes taught in the old fashioned way are so woefully deficient. At any rate, their grammatical furniture, be it much or little, will be of their own making. Every law will be the fruit of their own observation and deductions, acquired without weariness, thoroughly understood, since it will be the out-growth of their own intellect, not forced upon them at second hand. As a necessary consequence, it will be easily remembered, without the nauseous drillings and reviews indispensable in a course of artificial, or conventional grammar rules. To them, composition, that bug-bear of our schools, will be divested of its terrors. By the time they are prepared for it, it will be a comparatively easy and therefore, a pleasant work, because their previous course of language-drill, begun in the Primary Department, and carried on without intermission through all the succeeding stages, will have imparted to them such a command of words, such readiness in varying the structure of a sentence without altering its meaning, as to give them ample facility in expressing their thoughts in natural, simple, and correct language.

I was present lately at an examination of a Grammar-class in one of our Western Colleges. It happened that Goold Brown, the book recommended by one of the speakers at the Zanesville convention, was the text-book. It would have been ludicrous, had the waste of time, labor, and intellect not been so mournful, to listen to the pomposity, the solemn verbiage that issued out of the mouths of the demure scholars; the long-winded, formal speech necessary to establish the wonderful fact that it is wrong to say: "The pigs *is* all running about the garden,"—explaining to an attentive and, no doubt highly edified audience how "the subject being *found* in the plural number, it was contrary to rule so and so for the verb to be *found* in the singular number!"

The scholars seemed admirably drilled, and the very intelligent young lady, their instructress, had evidently performed most faithfully the duty imposed on her, however much her irrepressible instinct of common-sense may have inwardly rebelled against the solemn mockery of the irrational process which she was compelled to administer,—a process which could have no other result than filling the minds of the superficial members of the class with emptiness and conceit, and the more thinking ones with disgust at the nonsensical drudgery of committing to memory those endless formularies, and having to repeat them over and over with wearisome

repetition for every example, by way of proving what was already so plain, and which a few unpretending words could have settled at once and forever.

But it seems to be the aim of the whole system to make the scholars look on every fact in language as depending on some pedantic rule, laid down arbitrarily (for aught they know to the contrary) by grammarians, altogether ignoring the obvious and unalterable laws of fitness and harmonious relation.

Am I prejudiced and presumptuous in asserting that nine-tenths of the scholars trained after this unnatural and pedantic fashion may indeed succeed in learning by *heart* (!) the whole pack of rules and exceptions thereunto provided, and may be able glibly to quote chapter and verse for each item, not only without any appreciation of what constitutes beauty of style, but without the least suspicion that Grammar—the analysis of language—is but the application of common sense and of natural logic to the observation and classification of the laws which regulate human speech!

O how long will well-meaning and pains-taking teachers continue satisfied to put off their weary pupils with the dry bones of rules, instead of holding up to their delighted view Science herself, glowing with life and beauty! When will the scales fall from their eyes, blinded by prescription and prejudice? When shall it be given to them to see and feel and teach that every subject, whether grammar, arithmetic, algebra, geometry, etc., is but the *application of common sense in that particular direction?*

Shall I be accused of rashness and dogmatism when I assert that scholars, drilled according to the natural method of discovering for themselves the laws of language (grammar) by the study of well-constructed sentences and the building up of sentences of their own after certain prescribed models, will speak and write more correctly, will have a more just appreciation of correctness and beauty of language and a greater readiness in detecting and rectifying deviations from correct usage; that they will actually know more of the spirit and philosophy of grammar than those who have been, according to the orthodox plan, carried (dragged?) through Green or Brown, even if we suppose these works to contain no unwarranted assertions, no inconsistent definitions or illogical divisions, no forced applications (distortions) of the laws of one class of languages, the inflected, as Greek or Latin, to an essentially different family, that of the uninflected, among which the noble English tongue shines preeminent in majestic simplicity.

Is the study of abstract grammar, then, to be discarded from our course of studies? By no means. I am only anxious to see it placed in its appropriate rank, where its beauty and power can be appreciated. By the time that, with continual drilling and practice, our scholars have acquired such a command of correct language as may be expected from their age and opportunities, when their logical faculty has been developed by mathematics, etc., being now ripe for the study of mental philosophy—that is, the constitution and working of their own minds—then indeed, but not till then, I would advise that a didactic exposition of the definitions, natural divisions and laws of Grammar, as established by inductive reasoning, be laid before them. They will now be able to appreciate and therefore to enjoy what the immature boy or girl would have looked on with bewildered dismay and wearily committed to memory, with a secret, perhaps an unconscious protest of his inner nature and common sense.

In that systematic synopsis, he will, with glad surprise, recognise the laws which, long before, he has found out in detail, during the happy days of his training in sentence-building. Instead of blindly accepting whatever is set before him, he will now be qualified to exercise his privilege of discriminating, admitting, rejecting, or modifying each definition, division, and rule of his text-book, and thus of building for himself the edifice of his own knowledge, *understandingly*. This ought surely to be the great end and aim of all scholastic training,—the building up of the intellectual man by the digestive assimilation of intellectual food suited to his capacity, not the cramming and bolting down of an indigested and indigestible farrago of the notions of other minds.

Thus taught, Grammar is indeed a grand study, a fit preparation for the highest philosophy, the philosophy of man's spiritual and immortal nature.—T. E. G.

NORMAL SCHOOL ACT.

“An act to carry out the provisions of an act entitled an act to create a State Normal School, and declaring an emergency approved December 20, 1865, and appropriate the funds necessary to the

erection of the State Normal School and providing from what fund the same shall be taken and appropriated.

SECTION 1. Be it enacted by the General Assembly of the State of Indiana, that in order to carry out the provisions of an act entitled an act to create a State Normal School and declaring an emergency, approved December 20, 1865, and to establish said Normal School and to erect the buildings necessary for said Normal School, there shall be appropriated and paid out of the Township Library Fund, assessed and collected in the years 1865 and 1866, in pursuance of sections 131 and 132 of an act entitled an act to provide for a general system of common schools, &c.

The sum of fifty thousand dollars, if said Library fund be sufficient in amount, if not, out of any other fund in the Treasury not otherwise appropriated, which said sum shall be drawn from the Treasury upon the order of the Board of Trustees of the Indiana State Normal School and expended under their direction and supervision for the purpose of erecting the building or buildings necessary for said State Normal School.

SEC. 2. It is further provided that no part of the above appropriations shall be paid until the plan, design and specifications of the said Indiana State Normal School heretofore adopted by the Board of Trustees of said State Normal School is filed in the office of the Auditor of State which said plan design and specifications of said Normal School are hereby approved and adopted as the plan design and specifications of said Indiana State Normal School, and [it is] further provided that no part of said appropriation shall be drawn or paid to the Board of Trustees of said Normal School by the proper officers of State until the opinion of the Attorney General shall have been filed with said Auditor of State, showing that the title to the land donated by the city of Terre Haute, has vested by a good and sufficient deed in fee simple to [in] the said Board of Trustees of said Normal School, and that the city of Terre Haute shall further undertake and enter into an agreement to forever maintain and keep up one half of the necessary repairs incident to keeping in proper order the building or buildings and the grounds of the same, which obligation or agreement shall also be filed with the Auditor of State, and when being so filed the said Auditor is hereby authorized to draw his warrant upon the Treasurer of State for the sum so appropriated as above enacted and not otherwise.

SEC. 8. Whereas the Board of Trustees of said Normal School have made contracts for material and offered bids for labor in erecting said institution therefore an emergency exists for the immediate taking effect of this act and the same shall be in full force and effect from and after its passage.

D. C. BRANHAM,

Speaker of the House of Representatives.

WILL CUMBACK,

President of the Senate.

Approved March 8, 1867,

CONRAD BAKER,

LIEUT. GOVERNOR OF INDIANA

Acting as Governor.

SCHOOL OFFICERS' DEPARTMENT.

MEETING OF THE STATE BOARD OF EDUCATION.

The State Board of Education was in session a day and a half on the 4th and 5th ult. Four members out of the six were present, namely, President Nutt, Supt. Shortridge, Supt. Smart, and Supt. of Public Instruction. A portion of the business transacted was the following.

I. ELECTION OF TRUSTEES OF STATE UNIVERSITY.

The term of office of Messrs. Winstanley, Malott and Browning having expired the Board filled the vacancies by re-electing Messrs. Malott and Browning and by electing Rev. R. M. Chapman, instead of Mr. Winstanley. Mr. Chapman has, for several years previous to the present, been President of Vincennes University. His experience as an educator will doubtless make him a very valuable member of the Board.

II. APPOINTMENT OF A PERSON TO HOLD INSTITUTES.

The Board fully recognizes the fact that Teachers' Institutes cannot accomplish their highest measure of usefulness, unless managed by a man of experience and ability. They recognize further that such a man cannot under existing circumstances, be obtained in every county, consequent upon the above, the Board appointed a committee which is charged with the duty of selecting and recommending an Institute-Holder; the committee is further charged with the duty of counseling and so far as practicable, otherwise aiding in this work.

This plan, it will be seen is the same as was proposed by the writer at each of the last two sessions of the State Teachers' Association.

The committee have as yet held no meeting, consequently no appointment has been made.

III. MORAL INSTRUCTION.

The Superintendent of Public Instruction presented the subject of the use of the Bible in schools, whereupon after due consideration, the following was unanimously adopted:

"WHEREAS the School Law as revised in 1865, provides that 'The Bible shall not be excluded from the Public Schools of the State;' and:

"WHEREAS, no system of education can be complete in the absence of moral instruction, therefore

"Resolved, 1. That we respectfully recommend daily readings from the Bible in all the Common Schools of the State.

"Resolved, 2. That teachers should make the Bible the standard in all questions of morality.

"Resolved, 3. That teachers should, throughout the school course, give special attention to the moral instruction and training of their pupils."

IV. FACULTY OF THE STATE UNIVERSITY.

Superintendent Smart presented the following concerning the Faculty of the State University and their labor in Teachers' Institutes and Associations which was unanimously adopted:

WHEREAS the Board regards the State University as standing at the head of the common school system, also recognizes the importance of a more intimate relation between it and the other grades, therefore

Resolved, That the members of the Faculty of the University, be and they are hereby requested to attend and labor in, so far as may be practicable, the various Teachers' Institutes and Associations throughout the State.

V. EXAMINATION OF APPLICANTS FOR STATE CERTIFICATES.

The following teachers presented themselves for examination for State Certificates, namely, Wm. A. Bell, Principal of the Indianapolis High School; Thomas Charles, one of the Principals of the "City Academy," Indianapolis; Charles Hewitt, Indianapolis; and Hamilton S. McRae, Superintendent of the Vevay schools. The list of questions was heavy, running as high as twenty in some branches; consequently the time spent was long, two full days. All labored faithfully, and acquitted themselves well, each receiving as his reward a State Certificate valid in any part of the State and during the life time of the holder. Such a prize is worth the effort.

The Board authorized the Superintendent of Public Instruction to hold an examination of applicants at each of the four Normal Institutes to be held this summer provided there shall be three or more applicants at each Institute. It is hoped many teachers will avail themselves of this privilege of obtaining what will be both a benefit, and an honor, namely, a "State Certificate."

The above represents the chief work of the Board at its recent session.

5
EDITORIAL—MISCELLANY.

COMPOSITION WRITING—NO. III.

TREATMENT OF THEMES.

In the last number of the JOURNAL we presented several suggestions relative to the selection of themes. It seems proper in this connection to present a few suggestions relative to the treatment of themes.

1. All the pupils of the same class should write on the same theme. The reasons for this are many and obvious. It is sufficient to state that it furnishes the means of comparison, consequently becomes a more direct incentive to effort. But more important, it enables the teacher to make his instruction general, addressing the whole class at the same time, as in arithmetic, grammar, &c.

2. It will at times be found desirable to give the same theme for two consecutive lessons, and in extreme cases oftener. It sometimes occurs that the class barely gets to the theme in hand the first day, consequently the second is necessary to its development. This failure to grasp the lesson occasionally occurs in any and all other studies, and as a consequence the lesson is given a second time. A like condition suggests a like course in composition.

3. The teacher must lead the pupil in his theme, at the same time encouraging him to make his own investigations, and so far as may be, to do his own thinking. At this point, the highest skill of the teacher will be required. As one among the many means to this end, we would suggest an occasional classification of the theme by the teacher. This should be placed on the blackboard and the class required to copy it. Taking Horse as the theme, the classification might stand thus:

HORSE.

1. DEFINITION:
2. APPEARANCE:
3. USES:
4. HABITS:
5. GENERAL OR HISTORIC REMARKS.

With such a classification before him, the pupil's mind begins at once to grasp the subject, and his ideas begin to crystalize into shape. In a word, he knows in what direction he is required to think.

Further, if the teacher is skillful and careful at this point, he will not only aid the pupil in thinking, but in thinking *methodically*. This is a result of vast consequence. In order to the fullest attainment of this result, the teacher should enforce a rigid compliance with the classification. That is to say, he must require the pupil to write all that he wants to

write about appearance before he goes to uses, and all about uses before he goes to habits; also require him to proceed in the order named, as 1st, 2d, 3d, &c. Particularly should this mode of treatment be adopted when pupils are somewhat advanced. After further advancement, the pupil should be required to make the classification for himself. This phase of the work should receive frequent and earnest attention throughout the course, for neither safe nor large thinking can be secured without method.

Before leaving this branch of the subject, it is proper to observe that a single subdivision may sometimes suffice for a lesson. When this course is adopted it will be well to re-write each preceding subdivision with the advanced lesson. To illustrate, on the first day write the first subdivision, on the second day, write the second subdivision and re-write the first, and on the third day write the third subdivision and re-write the second, and thus on until all the subdivisions have been written twice. After this, the whole theme must be presented in one lesson, each subdivision being re-written, and if the pupil shall choose, enlarged and if possible, improved. Such a process as this will beget precision, clearness, readiness, method, and proximate thoroughness.

READING AND CORRECTING COMPOSITIONS.

1. **READING:** Each pupil should read his own composition. This should not be done by the teacher nor by any pupil other than the composer. The principal reason for this is the securing of ease and confidence in the pupil. It also secures better attention in the class, consequently increases the interest. As a means of increasing this interest, also of improving the pupil, the class may occasionally be allowed to criticise the reader's pronunciation, elocution and general manner. In this exercise the teacher must promptly check any tendency toward fun-making or fault-finding.

2. **CORRECTING COMPOSITIONS:** The correcting of compositions is an important work. So important is this work that it should never be slighted nor omitted. The means and methods of accomplishing this are various. Only a few of these can be presented here. 1. Pupils may criticise the compositions of one another. This may be done by exchanging slates or manuscripts in the class, and after two or three minutes investigation, reading aloud such errors as they may have discovered. After further advancement two or three pupils may be appointed critics for each day. These critics will take the compositions after their reading in the class, and examine, correct and return them to the teacher before dismissal in the evening. The teacher should examine all these and make such corrections of the compositions and of the critic's corrections as he shall deem proper. At the next recitation he will return the manuscripts to their respective authors with the criticisms attached, adding such verbal suggestions and directions as may seem necessary. In case a composition is specially erroneous, the pupil should be required to re-write, making all the corrections indicated by the teacher. Such may sometimes be neces-

sary with several members, or even with the whole class. However great or small this necessity, the exercise will always be profitable.

3. **SYMBOLS OF CORRECTION:**—Every teacher should adopt for the use of himself and his class, certain symbols or signs of correction. It matters but little what these shall be so that they are easily made and easily remembered. Of course after their adoption they should not be changed unless for good cause. The initial letter of the word expressive of the department in which the error occurs, may be quite as good a symbol as any other. Thus, if the error is in spelling, use the letter s, if in punctuation, use p, if in capital letters, use c, and thus on throughout the entire class of elements criticised. This symbol should always be written immediately under or over the word containing the error.

After the pupil has advanced sufficiently to rely somewhat on his own judgment, it will sometimes be found well to use but one symbol; thus indicating nothing but an error, the remainder being left to the pupil.

The work of correction should occupy much of both the teacher's and pupil's time. Accuracy can scarcely be secured by any other means.

As these articles are written with a special aim to practical application in the schoolroom, we shall be much obliged to any of our fellow teachers for suggestions either as to matter or adaptation.

(CONTINUED.)

EXAMINATION FOR STATE CERTIFICATES.

In another portion of the JOURNAL, it will be seen that provisions have been made for holding examinations of applicants for State Certificates. As questions are frequently asked concerning these examinations we would here answer some of these as follows:

1. Certificates cannot be granted (as some have thought) without examination. Touching this the law stands thus: "The State Board of Education may grant State Certificates of qualification to such teachers as may, upon a thorough and critical examination, be found to possess eminent scholarship and professional ability, and shall furnish satisfactory evidence of good moral character." (See School Law, Sec. 155.)

2. The conditions and requirements prescribed by the Board were published in the February number of the JOURNAL, and consequently need not be reproduced here. There is however a printer's error under the head of subjects and text books, which needs correcting. This correction can be made by expunging the words, "Mansfield's Political Grammar." The statement will then stand,—Constitution of the United States, as far as treated in Mansfield's Political Manual. Those interested will please note this correction.

3. Examination is conducted chiefly in writing. The time necessary to its completion is about two days.

4. The following is the form of certificate given:

INDIANA STATE TEACHERS' CERTIFICATE.

"COMMON SCHOOLS—THE HOPE OF OUR COUNTRY."

The bearer, _____ having passed a thorough examination in the branches prescribed by the Board of Education, and having furnished satisfactory evidence of good moral character and professional ability is hereby licensed to teach in any of the Common Schools of this State.

State of Indiana	{	_____ President	} State Board
_____ 186—		_____ Secretary		of Education.
L. S.			

EXTRACT FROM A LETTER FROM AN EXAMINER.

[From a letter sent to the office on business we extract the following excellent sentiments.]—Ed.

"Our schools are doing well. I am now visiting them, and these visits not only afford me much interest and pleasure, but, I trust, they are not without good results to both teachers and scholars.

"I am every day more confirmed in the belief that, under God, our free schools are the hope of the country. Educate the masses, faithfully carry out our system of Common Schools, and it will be impossible to overthrow our Government. In a speech delivered by Daniel Webster, in 1821, in support of the free schools of Massachusetts, he said: 'We do not, indeed, expect all men to be philosophers or statesmen; but we confidently trust that by the diffusion of *general knowledge* and *good and virtuous sentiments*, the political fabric may be secure, as well against open violence and overthrow, as against the slow but sure undermining of licentiousness.'

"I was pleased to find that in the schools thus far visited by me, the Bible is read each morning by the teachers.

"The Bible is a revelation from God to us, and therefore it is the interest of all to read it, and become savingly acquainted with its teachings. The young especially should be directed and led to the study of the Bible, because it is to *them* the golden opportunity for their religious improvement.

"How important then it is, that *all* our teachers in our common schools should possess correct moral and religious principles, and be earnest in their efforts to infuse these principles into the minds of their pupils.

"I have written more than I intended when I took up my pen to address you."

Truly yours.

INCREASE IN TERMS OF SCHOOLS.—Word comes from many parts of the State announcing an increase in term of schools. This is a matter of real encouragement and gratification.

MINUTES OF THE FOUNTAIN COUNTY TEACHERS' INSTITUTE.

Pursuant to previous notice, the teachers of Fountain County met in the United Brethren Church at Chambersburg, Ind., on Monday December 31st, 1886, and continued in session five days.

The Institute was organized by electing
Hon. Jacob Dice, Superintendent,
Phron A. Ensiminger, Secretary,
Eliza Jack, Assistant Secretary,
Geo. H. Patterson, Enrolling Clerk.

Forty-nine names were enrolled as teachers and those proposing to teach The County Examiner, Mr. Ensiminger, addressed the members, setting forth the object of the Institute its importance, and the advantage to be derived from thus assembling.

The Institute opened each morning with devotional exercises. During the week class drills were conducted as follows:

Orthography, Albert Marshall,
Reading, Jo. H. O'Rear,
Writing, G. H. Patterson,
Arithmetic, A. S. Sentman,
Geography, Miss Ella Fields,
History, J. A. Young,
Grammar, W. F. W. C. Ensiminger,
Physiology, Samuel Hockett,

all teachers of our own County.

Essays were read by F. M. Dice, Jo. H. O'Rear and Miss D. J. Morris, on school topics.

A paper was read by Miss M. L. Towell on Wednesday, and by Misses McClure and Bowling on Friday.

There being a lack of lecturers the evening of each day (save Thursday) was devoted to the discussion of school topics, which called forth much enthusiasm and interest.

On Thursday evening Dr. Richardson delivered a very able lecture on "Physiology and its importance in Common Schools."

The following among other resolutions were adopted:

Resolved, That all teachers, who wish to make their profession laudable, should be readers of some School Journal containing information for the teacher, and we earnestly recommend the INDIANA SCHOOL JOURNAL as worthy their patronage.

Resolved, That we earnestly and respectfully request our Trustees to furnish our schools with a copy of Webster's Unabridged Dictionary, Spencer's Charts of Penmanship, Reading Charts, Globe and Outline Maps.

Resolved, That the use of tobacco be prohibited in our school rooms.

PHRON. A. ENSIMINGER, Secretary.

[We sincerely beg the pardon of the teachers of Fountain County for this delay in the publication of the above report. The delay was caused by the mislaying of the manuscript. We shall carefully try to avoid such occurrences in future.]—Ed.

CONTRACT FOR NORMAL SCHOOL BUILDING.

The Board of Trustees of the State Normal School met on the 10th ult., and let contracts for the excavation for foundation; for putting up the walls; for necessary wood and stone work to a corresponding extent. The contract for brick work requires the completion of the walls to the top of the second story above the basement this fall. The architect says the roof cannot be put on this fall, consequently the building cannot be completed before the fall of 1868. Many who feel the pressing need of a Normal School, will think this a long period. So we feel, yet all must admit that a building 190 feet in length, 114 in width and 67 in height of wall, must of necessity require a considerable time for its erection.

RE-ELECTION OF SCHOOL TRUSTEES.—We are pleased to learn that in many cases School Trustees in towns and cities have been re-elected. This is encouraging and complimentary. Encouraging in as much as it shows satisfaction on the part of the community, also gives strongly probable evidence of the efficiency and faithfulness of the parties re-elected. It is complimentary in as much as it is a *prima facie* endorsement of the administration of the trustee, or trustees, re-elected.

We cannot now speak in detail of any of these elections save in our own city which re-elected the whole Board, with but one opposing vote. This is a marked and significant compliment, one that is no doubt appreciated by the Board.

REPORT OF EXAMINERS TO COMMISSIONERS.—The Examiner of Decatur county, Mr. Malett, has made a report to the County Commissioner. This report sets forth at considerable length, the Examiner's labors, and the condition and wants of the schools. This is the first report of the kind that we have seen or heard of in the State. The law does not require such a report, yet there seems to be a marked fitness in it, and because of the relation subsisting between the Examiner and Commissioners. We submit to Examiners the propriety of practically considering this matter.

Mrs. Drusilla Dorsey, a teacher in the Public Schools of Princeton has been appointed P. M. for that place.

HOLDING INSTITUTES.—We are authorized to state that the services of D. E. Hunter, Principal of the English Preparatory Department of the State University, can be obtained for Institute work during the summer vacation. Mr. Hunter superintended the State Normal Institute held in Bloomington last year, and with ability and success. Those wishing his services will address him at Bloomington.

FT. WAYNE.—We are informed by Superintendent Smart, that the City Council has appropriated, in accordance with the late law, \$30,000 for the purpose of building school houses in that city.

INDIANAPOLIS.—The school Trustees have recently let a contract for putting up a school building in the sixth ward, at a cost of \$33,000. If the Board just re-elected shall continue their work for the two years to come as in the two years past, Indianapolis will be largely supplied with a class of school houses that will be an honor to the city and to the School Board. We trust they may be able to continue this good work.

STATE SABBATH SCHOOL CONVENTION.—The State Sabbath School Convention holds its next session in Lafayette on the 4th, 5th and 6th of June, Col. John W. Ray of Indianapolis, President. Free returns have been promised by a large number of railroads.

STATE INSTITUTES.

The State Central Committee have determined to hold four Institutes during the coming summer, each to continue two weeks. Those in the northern and southern parts of the State (the place at which they shall be held not yet certainly determined) will begin July 15th; the other two, to be held at Richmond and Terre Haute beginning two weeks later and closing August 9th.

Efforts are being made to secure the very best of Instructors to work in these Institutes, and it is to be hoped that every teacher who can, will attend.

It is the object of the committee to make the instruction, as far as possible, *practical*, and such as will apply to *every day* school work.

In the next number of the JOURNAL we expect to make a full report.

W. A. BELL, *Ch'm Inst. Com.*

RICHMOND.—George P. Brown has been elected to the Superintendency of the Richmond schools, vice Jesse H. Brown, resigned. We heartily welcome Mr. Brown back to the profession after his little swing around the "book agency circle." Mr. Brown ranks among the first superintendents in our State, hence we can but regard with pleasure the return of such men to the profession.

REVENUE FROM SINKING FUND.—The tuition revenue arising from interest on the Sinking Fund bonds, amounted on the 10th day of April to the handsome sum of \$49,814 27. This amount will go into the May apportionment of revenue, and will be a clear gain over the spring apportionment of 1866.

This is some of the golden, (greenback) fruits of the long waited for Sinking Fund; and is the beginning of a yield that is to continue without limit in the future.

SALE OF LAND SCRIP.—On the 9th ult. the Agricultural Land Scrip covering the three hundred and ninety thousand (390,000) acres donated by Congress to Indiana was sold for \$212,195. The funds arising from this sale are for the maintenance of an Agricultural College in this State.

NEWS.—We are debtor to D. E. Hunter of the State University for the following items of news for which Mr. H. will please accept our thanks.

The new School Board for the town of Bloomington consists of Rev. J. M. Bishop, Henry Fellows and Milton Hight.

The Teachers of Monroe County, have invited those of Owen to meet them in joint convention at White Hall (in Owen Co.) ten miles west of Bloomington, on Friday evening and Saturday, June 7th and 8th.

Several of the best teachers in Monroe County have obtained *license for life*. Not being satisfied with a two years license from the School Examiner, they applied to the County Clerk. He issues *licenses for life* and to some who have never taught. Worse still, nearly every license he issues takes a teacher *from* the profession. If this business is not stopped soon, our schools will be greatly demoralized.

Harrison County held her first Teachers' Institute in December last.

The *Indiana Student* is the name of a semi-monthly paper published by the students of the State University.

FROM ABROAD.

RHODE ISLAND.—Dr. Barnas Sears has resigned the Presidency of Brown University, Rhode Island, for the purpose of aiding in the Peabody educational enterprise in the South.

NEW YORK.—The New York Legislature has recently passed a bill declaring eight hours a legal day's labor.

WHAT THE CHILDREN ARE DOING.—A recent enumeration of the children between the ages of six and eighteen years in Philadelphia, shows the employment of the children as follows:

In public schools.....	76,419
In private schools.....	12,799
In parochial schools.....	11,963
Employed	20,903
In idleness.....	20,534

Total.....142,717

Idlers sufficient to make future criminals.

NATIONAL EDUCATIONAL ASSOCIATION.—The proceedings of the National Teachers' Association; National Association of School Superintendents, and American Normal School Association, at their annual sessions in Indianapolis, August, 1866, together with the lectures and papers, are published in one volume of more than 150 pages, and now ready for delivery. Send orders enclosing 55 cents for each copy to

JAMES CRUIKSHANK,

Treas. N. T. A.

Brooklyn, N. Y.

Volumes of proceedings for former years, 50 cents each. Set of seven, \$2.50.

ILLINOIS.—The Legislature of Illinois at its last session, raised the per diem of County Superintendents to \$5; also provided for the establishment of an Agricultural College, a Reform School, and a Home for the Children of Deceased Soldiers.

APPLETONS' GIFT.—The one hundred thousand volumes which the Appletons, of New York, have given to the Peabody Southern Educational Fund, are 25,000 copies of Webster's Elementary Speller; 25,000 copies of Webster's Elementary Reader; 25,000 copies of Cornell's First Steps in Geography; 20,000 copies of Quackenbos's Primary Arithmetic; 5,000 copies of Quackenbos's First Book in Grammar.—*Exchange.*

MICHIGAN.—The Legislature of Michigan at its last session passed an act providing for a system of county superintendency. Some of the provisions of this act are as follows:

The election of a County School Superintendent by the people for a term of two years. His per diem shall not be less than \$3 nor more than \$5 for each day employed, and the number of days shall not be less than

the number of school districts in the county. He shall visit each school in his county at least once each year. No superintendent shall act as agent for any author or publisher.

In our judgment, this is in the main, a good law, and if good men are elected, the school system of Michigan will at once show the fruits of their labors.

The Normal School located at Ypsilanti graduated seventeen pupils in March.

Prof. Benjamin Pierce, of Harvard College, has been appointed Superintendent of the U. S. Coast Survey, as successor of Prof. Alexander Dallas Bache, who died in February last.

Hon. John M. Gregory, of Michigan, has been appointed Regent of the Illinois Agricultural College, located at Champaign, with a salary of \$3,000.

Hon. O. Faville, Superintendent of Public Instruction, Iowa, has resigned, and Prof. D. F. Wells, of Iowa City, has been appointed in his place.

THE NAME IN THE SAND.

BY GEORGE D. PRENTISS.

Alone I walked the ocean strand,
A pearly shell was in my hand;
I stooped and wrote upon the sand
My name, the year and day;
As onward from the spot I passed,
One lingering look behind I cast,
A wave came rolling high and fast,
And washed my lines away.

And so methought 'twill quickly be
With every mark on earth from me!
A wave of dark oblivion's sea
Will sweep across the place
Where I have trod the sandy shore
Of time, and been to me no more;
Of me my day, the name I bore,
To leave no track or trace.

And yet with Him who counts the sand,
And holds the waters in His hands,
I know a lasting record stands
Inscribed against my name,
Of all this mortal part has wrought,
Of all this thinking soul has thought,
And from these fleeting moments caught,
For glory or for shame.

BOOK TABLE.

THE AMERICAN CONFLICT. A History of the Great Rebellion in the United States of America, 1860-65, its causes, incidents and results. By Horace Greeley. Vol. II; pp. 782. Published by O. D. Case & Co., Hartford, Conn.

To carry conviction of the interest this work must awaken, it is only necessary to announce that it has for its subject matter the war for the American Union. To carry conviction of its accuracy, research, and profundity, it is only necessary to announce that it was written by Horace Greeley.

As great wars produce great Generals, so they produce great books. Of the many and interesting books produced by the Rebellion, the "American Conflict" is, up to date, the *great book*.

Not wishing to be eulogistic, yet impressed with the almost inestimable value of this work, we would say, in conclusion, that the first volume of this work was placed in a portion of the Township Libraries of this State, and it is a matter of regret that the same number of copies of the second volume could not be obtained for the same purpose.

We unhesitatingly commend these volumes to any who seek a full, clear and forcible presentation of the causes, progress and results of the late rebellion.

OUR DEMOCRACY. By J. Arthur Partridge. Philadelphia: J. B. Lippincott & Co., pp. 418.

This work is a discussion of Democratic or popular government. It contains many valuable facts and references; it also announces many important propositions. It is not, however, remarkable for its profound or original deductions.

As to style, we can but regard the author as unfortunate—it being both abrupt and inflated. Notwithstanding these conditions, this book may be read with decided profit.

OUTLINES OF MATHEMATICAL SCIENCE FOR THE SCHOOL ROOM. By Charles Davies, LL. D. New York; A. S. Barnes & Co.; pp. 168.

This work is on the plan of, and in a good degree extracts from, a more elaborate work from the same author, issued some years since, and entitled "The Logic of Mathematics." The former issue is a good work, and this, so far as it extends, is the same. This work will aid the teacher in developing and fixing logical methods of both thought and expression. These are results that should be constantly kept in view in the study of mathematics. Indeed, they should be the chief end and aim, the attainment in subject matter being placed secondary, as is done in practical life by the great majority of mathematical students. This work will aid in producing the above named results.

COWDERY'S MAPPING CARDS.

M. F. Cowdery, Superintendent of Public Schools of Sandusky, Ohio, is issuing a series of Mapping Cards. Each card contains the bounding

lines of one State; also the parallels of latitude and the lines of longitude. On the back of each card are directions to the pupil.

Without an opportunity to test these cards, they impress us as being both interesting and valuable to the young pupil.

THE SCHOOL AND FIRESIDE. A Journal devoted to the interest of Schools and Families.

This is a sprightly and interesting publication, giving a large amount of educational news each month. The Editor is Prof. George A. Chase, Principal of the Louisville High School. Prof. C. was long a well known and successful teacher in Indiana. May the same success attend him as an editor, that has attended him as a teacher.

The *Fireside* is a paper of eight pages; is published monthly, at Louisville, Ky., at \$1 25 per annum.

NOTICE TO OUR PATRONS.

Owing to an extraordinary demand for the back numbers of the *JOURNAL* we are compelled to commence new subscriptions with the current number, we had however printed an extra quantity of this (May) number and will supply new subscribers, as far as possible, with it.

It may not be generally known that school Directors are entitled to the *JOURNAL* under the same ruling which supplies Trustees with it, and if the County Examiners will take hold of the work in earnest we would have a list reaching to the ten thousands. In some counties every Trustee and Director is supplied with the *JOURNAL* paid for out of the special revenue fund, thus placing in the hands of all the school officers monthly communications, direct from the Head of the Department as well as furnishing them with what is considered indispensable by all professions, the current literature devoted to the interests of their peculiar business or profession. The amount of subscription may be combined in a Township order on the special revenue fund (when no money is on hand) and forwarded to the Publisher who will accept it and wait until a new levy of taxes is made for the payment of his order. This is a proposition which we think no one will delay accepting, but we should expect a large proportion of Trustees and Directors of each county should combine in forwarding their names so that the order may be at least fifty or one hundred dollars. See to it Messrs. Examiners, and send us the names; you can very easily do it, and aid the *JOURNAL* and yourselves also.

We would call the attention of our readers to the Advertising Department of the *JOURNAL* and in future shall keep a kind of an index or reference to advertisements, believing it will aid all parties.

LIST OF ADVERTISERS.

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ATWATER'S SCHOOL GOVERNMENT,

THE INDIANA SCHOOL JOURNAL.

June, 1867.

Volume XII.

GEORGE W. HOSS, Editor.

Number 6.

PRIMARY SCHOOLS.

BY FRANCIS H. TURNER.

I propose in the present paper, to consider the imperfections which exist in our Primary Schools. The old maxim says, "Take care of the pennies, and the pounds will take care of themselves;" and it is just as true, that, if we will take care of the Primary Schools, the Colleges will take care of themselves. That there are many and great imperfections existing in our Primary Schools, I suppose no one will deny. Let us see if we can find any general, deeply rooted faults, from which all the others may be supposed to spring.

There are, it seems to me, two. The first and deepest is the general impression with relation to the necessary qualifications for a Primary School teacher which prevails both among teachers and committees, with whom brains seem to be considered nearly or quite a superfluous article. The credit, or rather discredit, of this opinion is due, however, principally to the Committees. Many of them—not all to be sure—act on the principle that anything will do for a Primary School. They give the good teachers the High and Grammar Schools, and, when they are supplied, fill up the Primaries with what is left. This may be a mistaken impression on

my part, but facts are in my favor. At an examination for teachers, held not very long since, and in a city some miles nearer than Pekin, an arrangement was made by which those ladies who acquitted themselves most creditably were placed on the list of substitutes for Grammar Schools, while the remainder—the refuse, as it were—were consoled for their shortcomings by places on the Primary School list.

Let this abuse be first corrected; let the importance of the Primary School teacher's work be more fully recognized; let gentlemen high in authority refrain from such remarks as the following, made to me not long since concerning one of our most esteemed teachers, "She teaches a Primary School, *but* she is a lady of great ability, *nevertheless*." Wonderful that she should be! (I may add, by way of sequel to the foregoing, that the lady in question has since been called away from the Primary department.)

Just in proportion as this recognition of the necessity of brains as a qualification for a Primary teacher increases, will the schools improve. I can say nothing in support of the principle, that has not already been said. The doubters seem not to discern the application of the oft-quoted proverb, "Just as the twig is bent, the tree's inclined," or if they do, they are exceedingly careless as to which way the twig shall be bent. There is, to be sure, another side to this argument. Good teachers do not *want* Primary Schools. It cannot be denied, that, to many, the teaching of small children is anything but agreeable. Still, there are some to whom it is really a pleasure, who, being ambitious, are deterred from it by a knowledge of the impression on the public mind, that the Primary School teacher is of inferior rank to the teacher of a Grammar or High School. This impression naturally places a woman of much ambition in rather an undesirable position.

The second underlying fault existing in the Primary Schools consists in the fact, that the memory alone is exercised. From the moment a child enters school, the process of furnishing the unformed mind is commenced, and throughout the Primary course it is continued. What faculty beside the memory is exercised? Positively, none. The mental food furnished is of a sort that the childish mind cannot possibly assimilate. The teachers do not keep in view the question, how much they can strengthen and prepare the minds of the children to receive in after days; but rather the question, how much they can crowd into them at once. Perhaps, indeed, I should

not say crowd *into* ; for it does not enter *in*, but remains on the outside,—a clumsy, obstructive, worse-than-useless accumulation.

Take, for instance, the subject of number. Generally, it is not taken up till the children have been more than a year in school during which time the cultivation of the memory has been sedulously attended to. The true aim of Primary instruction is to form the mind of the child. Is it the way to do that, to give him five hundred and seventy-six of the most prosaic and uninteresting facts, and require him to commit them to memory,—whether understandingly or not is of no consequence? If the huge, lumbering accumulation can be compelled to adhere firmly to the outside of the child's mind long enough to enable him to reply with proper fluency to the sharply-put question, Seven and six are how many? Eight times seven? Nine times eight? and so on, then all is well; the work is done; the child has passed examination, and with a hundred per cent,—and what more would any reasonable mortal have? More, very much more, would some mortals have, whether reasonable or unreasonable. First, they would have the child show himself a child, and not a parrot. Second, they would have him able to answer the same questions with equal promptness after a six weeks' vacation. "But," says some astonished and indignant teacher, "who in his senses would expect a child to be as prompt with his tables at the beginning of the new term as he was at the end of the last? It is out of the question,—an absurdity." It is an absurdity, as she looks at it, and the last of a *chain* of absurdities. She speaks the truth; and why is it the truth? Simply for this reason: those five hundred and seventy-six facts were never a part of the child's mind; they merely adhered, more or less firmly, as the case might be, to the surface; but, just in proportion as the mind was brought in contact with other thoughts, other pleasures, other cares, they gradually wore off, till only a few, and those sadly dim and faded, remained to tell of the lost glories. Probably our astonished and indignant friend will next exclaim, "I should just like to see a teacher whose pupils could stand examination as well at the end of vacation as they could before." Perhaps it is an impossibility; but, at least, an experiment having such a result as its object, might be tried. The underlying principle to be borne in mind is, to give the children nothing that their minds cannot assimilate; to hurl no startling facts at them, but to give them the materials from which they are to collect their information; guide them in their searchings

after truth,—*teach* them, in short instead of *making* them *learn*. I would begin the study of number as soon as I began the alphabet. When the idea of "A" comes to be a part of the child's mind, so that to him it *is* A, and only A forever, let, at the same time, the idea of *one*, the fundamental idea of unity, be developed; so that one thing will be to him one thing, as light to him is light, and darkness, darkness.

As the idea of B and C are developed, develop also the ideas of two and three. As the child proceeds and combines c-a-t to make cat, let him combine two and three to make five, by the use of objects. By using ten objects, he may be led to combine them so as to find out for himself all the different combinations which can be produced with numbers under ten. Make it a recreation, and be sure that nothing further is attempted, until he is perfectly familiar with them. When this foundation is laid, broad and sure, take up the higher combinations as far as desirable, though the combination of twelve, I believe, is generally fixed as the limit, in our Primary Schools. I am not sure that the work, conducted on strictly scientific principles, can be carried to this limit in three years. However, the experiment is yet to be tried.

I am certain that, if a class of children were carried through by this method, they would be incomparably superior, in point of independence of thought and of mathematical rapidity and accuracy, throughout their whole lives. Is it not reasonable? A child, in common with the rest of the world, will remember better the things that he sees for himself. If he counts out three times two objects half a dozen times, he will remember that the result is just six, without difficulty, his eye having been previously trained to recognize six at a glance; whereas the teacher might state the naked fact, that three times two were six, half a dozen or a dozen times, and he be as obvious of it ten minutes after the words had left her lips as he was at first; for the simple reason that he had not *seen* that three times two make six.

The present method of teaching these four fundamental rules is stupefying to the child. With so many facts laid before him to grasp at once, he gives up trying to conceive of the existence of each one. Hence, he strains his memory to fix it in his mind without any such conception, and how he ever does it is a mystery to me. In the brief time allowed for this paper, I cannot enter more in detail into the minutiae of the method proposed; but I have stated

the general principles. Begin the subject as soon as the child begins to learn anything. Make him so familiar with numbers under ten, that he can tell at a glance just how many of certain objects are before him ; then exercise him in combining numbers, commencing with the simplest, and proceeding gradually on, as the brain strengthens and the judging and reasoning faculties develop to higher combinations ; being careful never to state any result, as a *fact*, but allow the child to discover each one for himself, repeating the operation till through the external eye it is impressed upon the mind,—which is thus both formed and furnished. Let this experiment be tried in some one of our city schools, or, better, by some teacher who can begin the subject and carry it through, at least to the completion of those forty-eight tables, now the bugbear of the Primary School teacher's life ; and I am much mistaken if the children, taught by this method, do not, as a class, thank the experimenters to the end of their lives.

Let me mention another department in which this same exclusive cultivation of the memory appears. What is the use of the inordinate amount of spelling performed in the Primary School ? What is the use of children, under nine years of age, being made to learn the orthography of words in which they have no interest, which they do not understand, and, worse, cannot be made to understand by any amount of explanation. It is a *strain* upon the memory.

Our worthy imaginary friend, before referred to, may claim that it is an admirable *discipline* for the memory ; that nothing is so essentially strengthening to that faculty in a child as to plunge him at once, without chart or compass, into a sea of ei's and ai's, ey's and ay's and eigh's. Granting that it is so, granting that, of all possible contrivances for converting children into loquacious parrots, it is the best yet devised, have we any right to undertake such a transformation ? The formation of character is the development and expansion of *all* the faculties, not of one to the total, or almost total, exclusion of the rest. That produces one-sidedness, an ill-balanced character ; and, when the faculty so favored is memory, alas, for the unhappy child so trained ! and alas, for all who may have to endure the misery of an hour's conversation with him, when he shall have attained to man's estate ! For my own part, I would rather a child should be able to write a letter in which all the simple words in every-day use should be correctly spelled than that he should be able to spell, with perfect accuracy, long columns of words

conveying to his mind no idea whatever. Go into one of our Grammar Schools, and test the capacity of the pupils to write a simple composition on some common, every-day subject. I fancy that the spelling thereof would be of such a style as to cause the eyes of the experimenter to open wide with astonishment. Yet they will spell such words as "eleemosynary," "sucedaneum," etc., with entire accuracy, though without the shadow of an idea of their meaning. What a mockery is it to initiate children into the mysteries of grammar, by informing them that a word is the sign of an idea, when half the words they have had to deal with, in their school experience, have been to them flat contradictions of the statement! Of *what* ideas, may I ask, are half the words in our Primary School spelling-book the signs, to the mind of a child? They are, to him, no more the sign of an idea than is a Greek or Hebrew word to the unlearned. Are there not words enough to be found which *are* the signs of ideas to suffice for the employment of the brains of children, at least, under nine years of age? Why not let them make their own spelling-book? Let them learn to spell the name of everything they can feel, see, smell or taste. Set them to exploring the realms of their own experience, to discovering the wonders of the natural world at their very feet, and spelling will be no longer a bugbear, when every word is thus made the sign of some actual idea. Show them the importance of correct spelling by early encouraging them to commit their thoughts, their discoveries, to writing. Have a daily composition, and let all the misspelled words in those compositions make the substance of the next spelling lesson. Lead them to be *eager* to express their thoughts on paper, and they will soon feel the want of a proper medium by which to do it. Try the experiment once of throwing aside the spelling-book, and allowing the *eager*, inquiring minds of the children to make one of their own. I believe the result would astonish the doubters.

Were these modifications of the present methods of teaching arithmetic and spelling once introduced into our schools, there would evidently remain much more time on the hands of the teacher of the upper classes than she now finds. How would this time be occupied? First, the study of Physical Geography might be introduced, in place of the meaningless words discarded. It is a branch of study admirably adapted to the formation of mind, and one in which small children may be enthusiastically interested, if presented in a proper light. Let every new natural division be first repre-

sented to the eye; made attractive, by being made as beautiful as possible, before the name is given. Let the interest be still further awakened by the narration of facts or anecdotes relating to it. Then, while the interest is at its height, and the minds full of thought, allow them to put these thoughts into writing. Here, observe, is another opportunity for teaching spelling. Bring it in with the geography, by means of written compositions on every new geographical subject as it comes up. Natural History, too, can be made a powerful formative agent. Children will seize it with the utmost eagerness, and it may be made the means of getting more hard, yet to them delightful work from their little brains than seems at first conceivable. It is an actual fact, that children of eight, nine and ten years of age have become so interested in this study, as conducted in a certain Primary School in this city, as to go to our Public Library and get thence books, to read for their own private gratification. That was the height, the perfection of teaching,—so to interest a class, in any subject, that they will consider it, not a task, but an actual recreation; will come to it with real hearty zee and enjoyment, and require compulsion rather to drive them from it than to drive them towards it.

How wide-awake, and active, and enthusiastic a class of children might be made, who were thus led to follow what is actually the bent of their inclinations! How much more real information might be imparted, how much more independence of thought called out, how much the habit of observation might be quickened, and the power of reasoning on the objects of observation strengthened! Is it so now? Do the minds of children, kept constantly at our boasted, much-talked-of city schools, expand, and fill up, and drink in with such avidity every new draught of knowledge presented as that of the little untutored son of the back-woods farmer, who goes to school six months in the year, and spends the rest in close and intimate communion with his mother Nature? I think not. Do children become more and more inquiring, more and more eager for information, larger in thought, and stronger in reason, the longer our school influences are brought to bear upon them? I think not. They learn a good deal, certainly—that is, their minds become well stored with historical and geographical facts, grammatical definitions, mathematical rules, and endless collections of jaw-breaking, five-syllable words; but, for all the thinking, the reasoning, the general information, I fear a powerful magnifier would be necessary to discern it.

Now whose fault is this? Is it the fault of our teachers, or the fault of our Committee and their regulations? Both, it seems to me, though in both is abundance of good. We want more thinkers in the Primary Schools. It is not to be denied that there are, among the number of Primary teachers in the State, abundance of those who have brains enough and to spare, yet they refuse to bring these brains with their vast motive power to bear upon their work.

To be sure, a Boston teacher, if she obey the present regulations implicitly, cannot carry her class so far as would be possible were she perfectly free and untrammelled. But it is also true, that many do not use even the means towards this end that the regulations put into their hands. For instance, they totally ignore that clause which provides, that oral lessons on objects, size, form and color shall be given in all our Primary Schools, and spend or waste their whole time in drilling on the spelling-book or the tables. Sufficiently good results in these may be secured, according to the present system of examination, if, at least, fifteen minutes a day be devoted to object-teaching; and, in the upper classes, half an hour a week to composition-writing, taking one of these object-lessons for a subject. More than this, it is possible to give daily oral lessons on Physical Geography, teaching all the common, natural divisions, and still to bring the class to the required point in spelling and arithmetic. This, to my certain knowledge, has been accomplished in more than one school in this city. Still, even supposing all this done, the fault remains; the memory, after all, is the principal faculty exercised. Object-lessons, or no object-lessons, the class must be brought up to the requisite point for examination, or, inevitably, the teacher's reputation is injured. It is required that the class shall go to a certain page in the spelling book, and to that page go they must, and thoroughly, or she loses ground in the estimation of her examiner.

Should the examination, then, be different? I think that in spelling it certainly should—that the best spelling examination for applicants for admission to the Grammar School would be to require them to write a short composition on some familiar subject. If they could do it correctly, I believe the teacher who took them would have reason, as the term progressed, to thank her predecessor for neglecting Worcester's Spelling Book, and using Johnnie's or Charley's, as the case might be, instead. If examinations were conducted thus, it would be necessary, of course, to change the regula-

tion requiring a certain number of pages in Worcester's Primary Spelling Book, to one requiring familiarity with the orthography of all common words in every-day use. As to the arithmetic, the teachers of the first, second and third classes are not to blame for drilling their classes on those five hundred and seventy-six abstract facts; they have got to be learned, and in a year and a half, and nothing but the cramming process can accomplish that result. Let it be commenced in the sixth class, and carried on by faithful, hard-working teachers as far as possible, and the result acquired by these teachers be made the standard of examination. They *may* be able in three years to bring their classes to the same point, as to the number of combinations taken, as constitutes the *present* standard, but I think it doubtful.

To these modifications of the regulations, I would add the introduction of Physical Geography into the First class of the Primary School, the teachers being expected to prepare their pupils for examination in this branch, the same as in reading, spelling and arithmetic. This, evidently, would not add to the work of the first class, as it would be only a fair equivalent for the amount of time gained by the alterations in the regulations concerning spelling and arithmetic.

It seems to me that these alterations would place the Primary School more upon its proper footing, as the *mind-forming*, and not essentially *mind-furnishing* agent in education, and would thus be of the utmost benefit to the whole system.

Indeed, it seems almost useless to attempt to introduce reforms into the High and Grammar Schools so long as this evil is permitted to remain at the very root. Remove it, and time will very soon show the effects in the increased life and vitality of the whole body. Let it remain, and any increase of life and vitality will be a thing impossible.—*Massachusetts Teacher*.

HOW I HEAR MY SPELLING CLASS.

In the April Number of the *Journal*, under the head "Spelling Classes, Manner and Drill," appeared several methods of conducting classes in spelling, but as none of them is the same as I use, I beg leave to give mine.

The ordinary method of teaching spelling, is to assign a lesson of from 20 to 100 words, and then at a stated time, in some one of

the various ways, hear it recited ; and this recitation consists wholly in *spelling*, while no attention whatever is given to the *meaning* of the words. Now, is this the *best* way? Is it a *good* way? Would it not be better to learn to *spell* fewer words, and at the same time learn what they *mean*? Make the application to yourself—which would you prefer—to know how to spell ten words and to comprehend them so that you could use them, or to know how to merely *spell* one hundred words, the meaning of which you know nothing?

For my part I should choose the ten or even the five intelligible words in preference to the one hundred meaningless ones. True, it may *seem* like slow work to take only five or ten words at a lesson, but we shall always find it best in the end to "make haste slowly."

Suppose that your class is weak, and can only master five words per day—then allowing one day in each week for reviewing—(and this should always be taken,) each week will give you twenty words ; each month eighty words ; and each school year eight hundred words. Now, in my opinion these eight hundred words that the pupils understand, can command, and think about, and talk about, and write about, and can use at their will, are really worth more to them than to know how to *merely spell* all the words in our common spellers.

In teaching the meaning of words, great care should be taken to know that the *definitions* are understood, for often they are as meaningless to the mind of the pupil as the words themselves. Then, again, a pupil may understand the abstract meaning of a word, and talk of it in such a way that you may think he knows all about it, and yet be entirely ignorant as to its use or proper application. For example, in one of our schools the word "*tenacious*" was given—the definition agreed upon was "holding fast," "not easily parted with." After all the members of the class were supposed to comprehend its true meaning, each was required to compose a sentence containing it. One boy gave the following: "We *tenacious* are friends when they come to see us." In another school the word "*limpid*" was given—the definition "*clear*." One wrote: "It is *limpid* to my mind that John is a bad boy."

Numerous examples of this kind might be given.

The conclusion is, that a teacher can only be *sure* that a word is *fully* comprehended when the pupil has used it correctly in a sentence of his own construction. This sentence making, if properly conducted, will be found valuable in many ways.

In accordance with the above ideas, I conduct my class in the following manner :

I assign a *short* lesson, and then require, not only the spelling, but the definition of each word. In the recitation I usually pronounce the words as rapidly as they can be written, and then in various ways test the accuracy of the spelling. Sometimes I have each pupil rise in his turn and spell distinctly one word. Sometimes I call upon only one or two to spell the entire lesson. Sometimes I take one of the slates or papers and spell the lesson myself, and sometimes I spell from the book, in which case I usually misspell a word or two so that no one can rely upon me for the correct spelling. Each pupil, whether he has his own slate or his neighbors, notes carefully every word that does not correspond with the given spelling, and is afterwards called upon for his report.

When a scholar is called upon, he rises, pronounces the word and then spells, being careful to pronounce each syllable *separately* as it is pronounced in the entire word.

If a word is misspelled, I require it written (after class) correctly, at least ten times, that the form of the word and the order of the letters may be fixed in the fingers as well as in the mind. And let me say here that by *writing* is the quickest, surest and best way to learn a spelling lesson. In many of our best schools the smaller pupils are not asked to study their spelling lesson at all—they are only required to write each word a given number of times. The writing fixes the form of the word in the mind, and they learn to spell without knowing it.

After the spelling is corrected, I call for the definitions, and agree upon the best ones. After the words have been sufficiently talked of and explained, I require them to be put into sentences.

Sometimes I require several of these words to be put into one sentence, thus employing all the words in as few sentences as possible. At other times I do not limit the *number* of the sentences but require that they be connected in sense. In this way I often secure very respectable essays.

What I have said, has been of classes of the High School Grade, and will not apply without modification, to the lower grades.

I give the above, not as *the* method of teaching spelling, but as *my* method and claim for it nothing *new* nor *original*.

Indianapolis, May, 1867.

W. A. B.

OUR STATE NORMAL SCHOOL, HOW TO COMPLETE THE BUILDING.

The refusal of the late legislature to vote money sufficient to finish and furnish the State Normal School building, was in my opinion, a great mistake. The Board asked for, and needed, a hundred thousand dollars; the legislature gave fifty thousand. I do not wish to reflect severely on the action of the legislature, and am very far from desiring to impugn the motives of its members; but I insist that this was a deplorable mistake. The senator or representative of this State who refuses to vote the public money liberally but judiciously, for purposes of popular education, mistakes, in my opinion, both his duties as a legislator and the wishes of his constituents.

No truth is better established, or better understood by the people of the State, than that the success and permanency of our institutions depend on the intelligence and integrity of the people. And when one of the most populous and wealthiest counties of the state sends a member to the legislature who cannot read or write his own name, let no one suppose our institutions stand on too solid a basis.

A Normal School is a public necessity, and is being so recognized in the states of the Union in which the subject of popular education is receiving a considerable share of attention. The city of Cincinnati alone, I am informed, proposes to establish one for the benefit of her own teachers.

The demand for a Normal School is not an unreasonable one. We have schools for the education of officers in the army and navy. We have law and medical and theological departments in most of our colleges. The teachers of the state are a numerous and meritorious class of citizens who are performing a large amount of invaluable service for the State for notoriously poor pay.

If however, the Normal School were intended simply to benefit the teachers, the reasons for its establishment would not be very apparent. If the teachers alone were asking for it, the motives for so great an outlay of the public money might reasonably be suspected. It is not the teachers, but the people of the State who are to be benefited—not the teachers but the friends of popular education, who are demanding the State Normal School. The State

needs the school and it is for the promotion of her interests and the conservation of her institutions, that it is to be established. It ought to be regarded as a public institution, established for the public interest, and necessary to the public welfare. The same spirit of patriotism that takes the soldier into the field when our institutions are in danger, should induce us as citizens to make liberal sacrifice in the cause of popular education.

It is plain that the amount voted by the legislature is insufficient for the purpose of erecting and furnishing the Normal School building. To commence the work with a small and necessarily incommensurate house, without a library, without apparatus, without a cabinet or the means of obtaining them, is to invite failure from the first, and in addition to the chagrin from failure, to throw away in effect, the money already donated. To my mind, it is better—more economical—to give liberally to a good purpose, and accomplish it, than to give parsimoniously and fail.

As a matter of self-respect and State pride we do not wish to be behind the other States in educational facilities and improvements. It is a reproach to us that we have not, long ago, had a good Normal School, and now that we are about to have one, let us not be satisfied with a mere imitation. Let us have a building such as it should be—so commodious, so beautiful in its architecture, so complete in its educational accommodations and facilities and withal, so attractive in its surroundings, as to invite, not only the citizens of our own State, but those of surrounding ones, to avail themselves of its advantages.

The devising of ways and means to this end presents somewhat of a difficult problem; one which we will not discuss now, but at some future day. In the meantime the Board should proceed with the plan of building originally adopted, and trust to the future and future legislation for the means. Indiana can, ought, and doubtless will, build a Normal school edifice, equal to the educational wants of the times.

ZENO.

~~Dr~~ Miss Amanda P. Furnelle, a graduate of the Oswego Training School, and for the past three years a teacher in the New York State Normal School, at Albany, is now Principal of the Indianapolis Training School. Salary, \$1,020 per annum.

CHARITY.

[The following excellent article is taken from the *American Phrenological Journal*.]

"Let us look into our bosoms
For the key to other lives,
And with love toward erring nature
Cherish good that still survives;
So that when our disrobed spirits
Soar to realms of light again,
We can say, 'Dear Father, judge us
As we judged our fellow-men!'"

Who, after a calm, honest, earnest searching of his own heart, after noting its weakness, waywardness, and sin, its burdens, temptations, and sorrows, pausing for a moment to think that every other heart is burdened, tempted, and wounded too, and merits the same consideration in his judgment that he holds due to himself, will not see the great necessity of a command written in that Book which should be the guide of every life—"Follow after charity." And who, after such self-examination, will not be ready to confess that it is easier to see the mote in his brother's eye, than the beam in his own eye?

There are certain kinds of applications of sermons, not made by the preachers, to which it is often amusing to listen. They are something like these: "I wonder what Mr. A. thought of that?" "Mr. B. looked as though the coat fitted him." "That hit Mr. C. pretty close!" "It does seem as though that sermon was preached on purpose for Mr. D.," and so on Mr. E. and F. and G. and H. and all the rest except Mr. I. have their allotment. Mr. I is never hit.

But there is a sermon, containing only a few words, too plain to be misunderstood, which *was* meant for every human heart, because prone to sin, falling from the lips of Him whose name and life were love, in behalf of a poor criminal, trembling with her guilt, surrounded by her persecutors, ready at a bidding word to take her life—"He that is without sin among you, let him first cast a stone at her!" Every hand was arrested, every heart self-condemned, and they went out one by one, till the woman was left alone with

Jesus. The command was not, "Let him that is without the *same* sin," else the brutal law might have been fulfilled; but it was clear, positive, searching, "Let him that is without *sin* among you.

Could a human heart be perfectly pure, it would not even then have the right to condemn another human heart, unless with its purity it had the All-seeing eye to know every circumstance of life, every motive and passion, every temptation and trial, every sorrow and its cause. Only the All-just, the All-merciful, the All-pitiful can see into the depths of a tried, suffering, sinning soul. He alone knows what thorns the tired feet have to press, what pangs the aching heart has had to bear. He alone can see the "grape in the flower, can hear the life-blood dripping in the merriest, maddest hour." There is not a heart beating to-night, this side of childhood, but has experienced pangs of anguish and disappointment, blighting of hopes and stings of despair; not a heart but has had pure motives and aspirations, unknown to any but to Him who knoweth all things; and unless these can be weighed in the balance, there can be no just judgment of actions.

"If we knew the cares and crosses
Crowding round our neighbor's way,
If we knew the little losses
Sorely grievous day by day,
Would we then so often chide him
For his lack of thrift and gain,
Leaving on his heart a shadow,
Leaving on our lives a stain?

"If we knew the silent story
Quivering through the heart of pain,
Would our womanhood dare doom it
Back to haunts of guilt again?
Life hath many a tangled crossing,
Joy hath many a break of woe,
And the cheeks tear washed are whitest—
This the blessed angels know."

"Charity never faileth," and the man who truly loves his brother, thus proving love for his God, will never strive to raise himself by ruining him. He who tempts another downward in the dark, for the purpose of crushing him more effectually in the daylight, so that on his ruins he can exalt himself, has but little of the charity that never faileth, and stands not upon a sure foundation. "With what measure we mete, it shall be measured unto us again."

"Charity suffereth long and is kind." If a brother trespass against her, she goes and tells him of his guilt, between him and her alone, and does not proclaim it from house-tops. If a man be overtaken in a fault, she restores such a one in the spirit of meekness, considering herself lest she also be tempted. She asks the wanderer, not "whether he has a name, but whether he has a sorrow;" not whether he has riches, but whether he has a burdened heart; not whether he has a home, but whether he is weary; not whether he has friends, but whether he is hungry and thirsty; not whether he has *sinned*, but whether he has a yearning in his soul for something better and holier than he has ever known.

• Every society has its galley slaves, but few have their bishops. Misfortune and poverty are the yellow passports that have sent many to worse than the galleys, and no good bishop in all the dreary way to say "my brother" or "my sister."

There are too many devoted followers of the self-righteous "Mistress Glenare," the chief object of whose life it is "to expose in poor sinners the faults and bad traits which she fears that the Lord may not happen to see." She passes coldly by the fallen one, with holy fear, lest by a touch of the hand, a word, or a look she may pollute herself, or show that she *countenances sin*, when it may be that the look of sympathy, the word of love are the very things for which the hungry soul is reaching out and crying to save it from deeper ruin.

She fears to give a word of honest, well-earned praise to the heart, worn, weary, and discouraged in its work, lest she may possibly make some one think that he is a little smarter than he really is, when perhaps this encouraging word is the only thing that can save the despondent heart from utter despair. If she ventures a word with the sinner at all, it is not to point the sick soul to the Great Physician, or the care-burdened heart to Him who careth for it; but it is, in her own words, to give him a "sound talking to," after which she thinks her duty done, and washes her hands forever of all obligation.

Charity does not strive to make wrong appear right, does not excuse sin, nor lessen justice; but with gentle hand she *does* pour balm into the wounded heart, lifts up the fallen, strengthens the tempted and the weak, gives joy to the sorrowing, hope to the despairing, courage to the faint, thus removing the *cause* of much sin, for which, alas, those who most loudly condemn are too often guilty.

The man or woman who holds a young soul in the iron grasp of tyranny, depriving it of the light and warmth and love and sympathy which must be its food and drink and very life, till, goaded to madness with its fetters, it bursts them and plunges out into the darkness alone, only to be bewildered, only to faint and to fall, such a man or woman, though never stained by a touch of the hand, or even a brush of the garments, will some time be roused to the memory of a very sad mistake, if not to that of a bitter crime.

The man who turns away from the pleadings of a young heart, for something that the slender hands can do to earn the daily bread, who afterward refuses from his abundance a crust of bread to the same little pleader because he does not like to harbor beggars, and who, a little later, as an officer of justice (*abused* word,) sends the boy to prison for stealing, bears a far greater stain of guilt upon his soul than the little criminal whom he condemns; and yet it may be that God, who knows all the circumstances which surround each human heart, is looking with pity and compassion upon even this cold, hardened one.

We know that while our own souls are in closest communion with the Great Spirit, while our feet are walking most humbly and obediently in the path of duty, we have even then reason to cry, "God be merciful to us sinners." Then let us, while we commend ourselves to His love and mercy, forget not the love and mercy that we owe to others.

The purest motives of the heart may be misunderstood by men, but to Him who frameth it, all is known.

Comfort, comfort, sweet and holy,
In this precious thought is found,
Courage for the fainting spirit,
Healing for each sore heart-wound.

There are motives back of actions
Which the world may fail to read;
But the Judge of earth and heaven
Sees the thought more than the deed—

Sees each silent inward struggle,
Hears the soul's most feeble cry,
Knows each trying, strong temptation,
In the conflict waiting nigh;

Every hidden pang of sorrow,
 Every wound from envy's dart,
 Every sting of slighted friendship,
 Every bitter, cruel smart.

Scorn and pride know how to waken,
 And the poor know how to feel;
 All is seen of God our Father,
 And he has the power to heal.

Every earnest, true endeavor,
 Though by men misunderstood,
 Gains from Him a quick approval,
 And by Him is counted "good."

Truth to self, to man, to heaven,
 Often bring the scourging rod;
 Inward peace costs outward conflict—
 Scorn of men earns praise of God.

HOPE ARLINGTON.

GO TO WORK TO-DAY.

THE Summer Leaves are playing with their shadows,
 And working while they play;
 The Summer Flowers are dancing in the meadows,
 And keeping holiday;

The Summer Birds among the leaves are singing,
 And building while they sing;
 The Summer Bees from summer flowers are bringing
 Rich stores on busy wing.

Oh! let the Bees and Birds and Leaves and Flowers
 This lesson to the tell,
 While fleet away the golden summer hours,
To act thy Present WELL.—A. R. W.

"The world is full of poetry,
 The air is living with its spirit,
 And the waves dance to the music of its melodies
 And sparkles in its brightness,
 Earth is veiled and mantled with its beauty."

School Officers' Department.

OFFICE OF PUBLIC INSTRUCTION.

QUESTION 1. Since we have so large a School Fund, over seven and a half millions of dollars, why is it that our schools are not kept open longer?

TAX PAYER.

ANSWER.—While it is true we have a School Fund of \$7,611,337 44, only \$3,551,069 53 had, prior to the present year, been productive. The remainder, over 4 millions, was, up to January 20th, 1867, held and managed as Sinking Fund, none of its yield save about \$6000, having gone to the support of the schools. Consequently the largest annual average yield from the productive portion of the Fund could not exceed \$248,574 86. This yield is from the above named \$3,551,069 53 now on interest in the counties at 7 per cent. per annum.

2. Suppose however, that the whole Fund, (\$7,611,337 44) was on interest at 7 per cent., the annual yield would be but \$532,793 62. While this is a very considerable sum, it is less than \$1 to the child, there being on September 1, 1866, 559,678 children enumerated and reported of school age.

Hence in view of the above, it is clear that our school fund large as it is, can never furnish but a small fraction of the revenue necessary to carry forward our system of Common Schools.

For further information concerning School Funds, you are respectfully referred to the last Biennial Report of Public Instruction, pages 17 and 22 inclusive.

QUESTION 2.—If an Examiner grants a license to an incompetent teacher, may a school district through the proper officer bring suit and recover damages from the Examiner.

EXAMINER.

ANSWER.—Not unless malfeasance can be shown. An Examiner in common with others is fallible, hence cannot be punished by the courts for errors of judgment if he makes due efforts to ascertain the truth.

QUESTION 3.—Is a license granted to an incompetent or immoral teacher valid?

EXAMINER.

ANSWER.—It is until revoked by the Examiner.

The law authorizes revocation for incompetency, immorality, cruelty, or general neglect of the business of the school.—(School Law, Section 36.)

EXAMINATION OF APPLICANTS FOR STATE CERTIFICATES.

The State Board of Education at its last session made arrangements for holding an examination of applicants, at each of the four State Institutes; provided that in case there be less than three applicants at any Institute, no examination shall be held at that Institute. The days on which examinations will be held will be communicated in the next number of the JOURNAL.

At the April meeting of the Board four applicants were examined, and each awarded a State Certificate.

For particulars concerning branches in which the examination is made; also requirements as to teaching experience, see February number of SCHOOL JOURNAL.

By a resolution of the Board it was determined that any applicant whose per cent. of correct answers falls below 75, shall not receive a certificate.

PRES'T BOARD.

SCHOOL LAWS.

Several thousand copies of the School Law, containing all acts now in force concerning the Common Schools, have recently been sent to the County Examiners of the several counties. These are intended for distribution to School Trustees, Directors, Teachers, and other friends of education. Any teacher or school officer wishing a copy, will please make application to the County Examiner.

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• SUPERINTENDENT'S REPORT.

About one hundred copies of the biennial Report of the Superintendent of Public Instruction have been sent to each County Examiner for distribution. Parties wishing copies of the Report, will therefore apply to the Examiner.

Editorial---Miscellany.

COMPOSITION WRITING—NO. IV.

GRAMMAR.

After the pupil has spent some time in composing according to the provisions of preceding articles he should commence the study of English Grammar. It will be observed that we use the loose terms "some time" This is not accidental, but intentional, and for the reason that we are not prepared now to fix the time with precision. We have no data on this subject, hence believe it better to leave it an open question. If any of our readers have carefully and successfully experimented on this point, their experience will be thankfully received. It will probably be safe to fix the time, as a general rule, within the limits of six months. Yet this must depend upon several conditions, none of which are presented here.

We pass however to the manner of presenting this subject which is more important than the time. This is a large and difficult work—too large for detailed presentation here. A few general suggestions are all that can be attempted.

First and negatively, this work must not consist of the stereotyped plan of *committing* and *parsing*. This is unphilosophic in the extreme. We are fully persuaded that no one ever mastered the English language by such means. We do not say that these means are not valuable in their place. We do however say they are not the most valuable, and that their place is not at the beginning of this study.

Second and affirmatively, the subject should be commenced and prosecuted with a constant reference to the thought; hence the first work may be characterized as *thought analysis*. But a sentence is an assemblage of words expressive of a thought, consequently this work becomes in a lingual sense, *sentential analysis*. The place therefore of beginning is with the

ANALYSIS OF SENTENCES.

Let it be borne in mind that the pupil has been engaged for the last three or six months in the synthesis of sentences, i. e. composition. This in our opinion is nature's plan, consequently philosophic. More briefly and comprehensively stated, the order should be first, *Synthesis*; second, *Analysis*; third, *Parsing*. It will be observed that this is a direct inver-

sion of the usual mode. This, obviously opens a field for discussion; but to enter upon it would lead us far aside from our purpose, and probably be of but little benefit to our readers. We proceed therefore to make a few practical suggestions as to the method of introducing this analysis.

The first exercise may be on the sentence, birds sing. We can probably present this most briefly in the form of a recitation.

The sentence written in plain letters on the blackboard, the teacher proceeds to call attention to the thought, asking the class to state what is said or affirmed, also what is meant by sing, and finally whether the statement is strictly true. As much as to say do *all* birds sing?

A part of the class says, birds do not all sing.

Teacher. Is the thought expressed on the board as you desire it?

Class. No, we want a modification of that thought.

T. Very well, you need a corresponding modification of the expression. Give the expression modified as you desire it.

C. All birds do not sing; birds do not all sing; some birds sing.

T. The last is the one for our use.

For the purpose of clearness in these modifications, the teacher may pursue the matter something thus: Does this last statement show how many or what proportion of birds sing? If only two hundred birds in the whole race of birds sing, would you use the same expression?

C. No.

T. What then?

C. Few birds sing.

T. If all but two hundred sing, what would be the expression?

C. *Most* birds sing; *almost all* birds sing, &c.

Now it is apparent on statement that this is thought or fact analysis. The fact or thought is determined first, the expression afterward.

It is not presumption to affirm that a class at the close of such an exercise will have a perception of the power of words unknown to them before; also a growing conviction that the *thought or fact must control the expression*.

A second lesson may treat the predicate in like manner: as birds sing, birds sing sweetly; birds sing sweetly in the spring, &c., &c.

After the pupil has attained some skill in measuring the scope of his thoughts, and fitting the word to the same, he should be introduced to a new department, that of technical terms. These terms may be called grammatical or logical as the teacher may choose. Retaining the same sentence, birds sing, the teacher informs the pupil that birds is the subject, and sing the predicate. Here he defines and illustrates both, and drills the class in writing and pointing out subject and predicate. One, two or five lessons as the teacher shall deem necessary, may be spent in this work. This done, he proceeds to the *modifiers* as used in the modified expressions above; such as some, few, most, sweetly, &c. Here opens a wide and fertile field for the labor of the pupil and the skill of the teacher. At this point the work must not hasten or if it does, it must hasten *slowly*.

After some advancement in this work, the pupil will feel the need of another class of terms, which are more technically grammatical, namely, the names of the parts of speech. These must be introduced as needed, and the pupil must be carefully drilled in the same. The adjective learned, some of the exercises would be as follows:

LESSON 1.—Each member of the class write ten sentences, each sentence having its subject modified by an adjective. Some of these sentences would probably be as follows: Some men are wise; All men must die; Many people are poor; Good boys get good lessons, &c., &c.

LESSON 2.—Each produce ten sentences, modifying the subject by a descriptive adjective. Thus, Young people are often thoughtless; Bad boys are sometimes punished, &c.

LESSON 3.—May use the limiting adjective, as one, ten, few, many, any, all, &c.

LESSON 4.—May limit the subject by a noun in the objective case, as a man of learning has influence; a lion in a cage is &c.; a field of wheat is, &c.

LESSON 5.—May limit the subject by a noun in the possessive case as Mr. Johnson's farm; John's book; Susan's fan, &c.

In each case the sentence must be written out in full, with words accurately spelled, punctuation and capital letters used so far as learned. In recitation, the pupil will point out the particular element under consideration, and state so nearly as he may, its limiting effect on the expression; also stating whether the expression would be true without this element. Thus: A lion in a cage is a harmless beast. Removing the modifier, "cage," and we have the false statement: A lion is a harmless beast. A like process should be pursued with the predicate and its modifier. After this will come various classes of modifiers, also the various classes of sentences, simple, complex, compound, subordinate &c. After this method has been pursued until the pupil has attained reasonable facility, in synthetical rules, definitions and parsing, grammar as usually presented in our text books may be commenced.

Our space will not allow remarks on this department farther than to say:

1. The pupil's own language should generally furnish the subject matter for the recitation.
2. The lessons should, so far as practicable, be prepared in writing.
3. The mere routine of parsing should occupy but a small portion of the pupil's time.

By way of concluding this unduly long article, we feel it due ourselves and the subject to say:

1. That the subject here presented, is entirely too large for one article, hence of necessity, has been touched only at a few points.
2. The text-book in grammar most nearly adapted to the plan here proposed, so far known to us, is Green's Analysis.

2. When the class enters upon the work indicated in this article, the work of formal composition, gives way in a good degree, to these exercises. In other words, the composition class becomes the grammar class.

4. And finally, this article as the others of the series, proceeds on the assumption that the English Language is to be made a real and a rational study, and not to be dispatched by a couple of terms of rote parsing.

(CONTINUED)

STATE INSTITUTES.

We would here call attention to the circular of the committee, relative to the State Institutes to be held in July and August. After the eminent success of the Institutes of last year, it seems hardly necessary to advocate the claims of those to be held this year.

1. It may however be said that as a matter of professional pride, it should be the desire of every teacher in the State that these Institutes should be at least equal, if not superior, to those of last year.

2. And more important, all need the additional improvement obtainable from an attendance upon these Institutes.

3. Many teachers propose to aid in the holding of Institutes in their own counties, consequently will find the experience and information derived from these Institutes, of great value. Consequent upon this last fact, it seems specially fitting that Examiners should attend these Institutes. We respectfully submit that the number of Examiners ought to be much larger than it was last year.

It is believed that the committee will do all that can be done to make these Institutes a success. It remains therefore for you, examiners and teachers, to do what you can to the same end, namely, attend and take part in the exercises, benefiting and being benefited. See circular of Committee on another page of Journal.

THE OCEAN BOTTOM.

Mr. Green, the famous diver, tells singular stories of his adventures when making search in the deep waters of the ocean. He gives some new sketches of what he saw at the "Silver Banks" near Hayti:

The banks of the coral on which my diversings were made are about forty miles in length, and from ten to twenty in breadth. On this bank of coral is presented to the diver one of the most beautiful and sublime scenes the eye ever beheld. The water varies from ten to one hundred feet in depth, and is so clear that the diver can see from two to three hundred feet when submerged, and with very little obstruction to the sight.

The bottom of the ocean in many places is as smooth as a marble floor; in others it is studded with coral columns from ten to one hundred feet in height, and from one to eighty feet in diameter. The tops of those more lofty support a myriad of pyramidal pendants, each forming more, giving reality to the imaginary abode of some water nymph. In other places the pendants form arch after arch, as the diver stands on the bottom of the ocean and gazes through the deep winding avenue, he finds they will fill him with as sacred an awe as if he were in some old cathedral, which had long been buried beneath old ocean's wave. Here and there the coral extends even to the surface of the water, as if the loftier columns were towers belonging to these stately temples that are now in ruins.

There were countless varieties of diminutive trees, shrubs, and plants in every crevice of the corals where water had deposited the earth. They were all of a faint hue, owing to the pale light they received, although of every shade, and entirely different from any plants that I am familiar with that vegetate upon dry land! One in particular attracted my attention; it resembled a sea-fan of immense size, of variegated colors and the most brilliant hues. The fish that inhabit these "Silver Banks" I found as different in kind as the scene was varied. They were of all forms, colors and sizes—from those of the symmetrical goby to the globe-like sun-fish; from those of the duller hues to the changeable dolphin; from the spots of the leopard to the heads of the sun-beam; from the harmless minnow to the voracious shark.

There were also fish which resembled plants, and remained as fixed in their position as a shrub, the only power they possess is to open and shut, when in danger. Some of them resembled the rose in full bloom, and were of all hues. There were the ribbon fish, from four or five inches to three feet in length; their eyes are very large, and protrude like those of a frog.

Another fish was spotted like a leopard, from three to ten feet in length; they build their houses like beavers, in which they spawn, and the male and female watch the egg until it hatches.

"How shall an abiding interest be kept up in the Primary Grades?"

PRIMARY TEACHER.

The above question has been sent us for an answer. To answer it *minutely* and *exhaustively* would require all the pages of all the issues of the JOURNAL for one year. We suppose however, that the questioner, out of charity to our tired nerves, intended only a few of the leading points to be presented. To this extent, we will endeavor to comply, omitting all argument.

The following are some of the means and agencies that should be used by the teacher.

1. A clear and ready knowledge of the branches to be taught.

2. A full and accurate knowledge of child nature in general.
3. A more specific knowledge of the nature of each child; such as will reveal to you peculiarities or idiosyncrasies.
4. Some knowledge of home training, and home, and other associations.
5. A possession of each pupil's confidence, consequently of its respect, and so far as may be, of its affection.
6. The possession of the co-operation and good-will of parents.
7. The possession of a healthy body.
8. The possession of a clear head, and of a well trained and a well stored mind.
9. The possession of a loving and pure heart.
10. Sincere love for your work, and for the welfare of the children committed to your care.
11. A willingness to work for small reward, and with or without praise, as circumstances may determine.
12. A deep and abiding sense of your responsibility to your pupils, to community, and to God.

My dear young friend, holding my own character up before these as before a mirror, I stand abashed and rebuked; I have faith that under the same test, you will fare better.

CIRCULAR OF THE INDIANA STATE NORMAL INSTITUTES.

To be held as follows, viz.:

No. 1, at Fort Wayne, under the superintendence of J. H. Smart.

No. 2, at Columbus, " " " " H. S. McRae.

No. 3, at Terre Haute, " " " " J. M. Olcott.

No. 4, at Richmond, " " " " Jesse H. Brown.

Chairman of the Institute Committee, W. A. Bell, Indianapolis.

The above named persons were appointed to organize and hold these Institutes, by the State Teachers' Association, at its last session. Each institute will continue in session two weeks.

Numbers one and two, will begin July 15th, and numbers three and four will begin July 29th.

GENERAL PLAN.

These Institutes have been located with a view to the accommodation of the different sections of the State. The committee have determined to make them equal to the best that have ever been held in the State. They expect to labor to make the instruction given in them *practical*—adapted to the wants of the *Common Schools*. They have selected instructors with a special view to this end. Accordingly they have secured the services of T. W. Harvey of Painesville, Ohio, and Miss A. P. Funnelle of Indianapolis.

Mr. Harvey has had much experience as a practical teacher and has the reputation of being one of the best Institute instructors in the State of Ohio.

Miss Funnelle will give her entire time to Primary Teaching. She is a graduate of the Oswego Training School, was for three years the successful principal of the Model School connected with the New York State Normal School, at Albany, and is now Principal of the Training School lately opened in Indianapolis.

Mr. Harvey will visit these Institutes in the order of their numbers, beginning at Fort Wayne, and closing at Richmond.

Miss Funnelle will spend her first week at Columbus, her second at Fort Wayne, her third at Richmond and her fourth at Terre Haute.

Hiram Hadley has promised to spend at least three weeks in these Institutes. To those acquainted with Mr. Hadley, it is unnecessary to say that he is one of the best workers we have in the State.

Our State Superintendent, Prof. G. W. Hoss, will also visit each Institute, and besides assisting in the Institute work, will examine any applicants there may be for State Teachers' Certificates.

John Hancock, of Cincinnati, an educator of known ability, will also be present at three of these Institutes.

In addition to these instructors, the *local* committees have secured the services of thorough practical teachers for the various branches required to be taught in our Common Schools.

SPECIAL DESIGN.

The leading design is to give a thorough exposition of the most approved methods of teaching. And as this can best be done by practical examples of teaching, much absolute knowledge of the subjects themselves can be also obtained.

EXPENSES.

The committee believe that the increasing interest in Institute work will insure so large an attendance that the expenses can be met by the moderate contribution of \$2.00 for ladies, and \$3.00 for gentlemen. This, payable in advance, will be the only charge for tuition.

The committee expect *nothing* for their personal services.

The committee are doing all that can be done to secure boarding at reduced rates. See the next number of the JOURNAL for something more definite in regard to boarding; also for names of Railroads agreeing to return members of Institutes *free*.

School officers, wishing to employ teachers for the coming year, are invited to visit these Institutes and make their selections.

Almost every *live* teacher in the State is an earnest friend and a faithful patron of Institutes. Within the past two or three years Indiana has made rapid progress in educational affairs, and mainly on account of the lively interest of her teachers in the Institute work.

Let every teacher prepare to attend at least one of these Institutes.

A POWERFUL MICROSCOPE.—It is said a microscope has recently been manufactured in London, with a power double that of any instrument heretofore made. It is claimed that it magnifies the diameter 15,000 times, and the object, 1,575,000,000; that is, it represents an object, *one billion five hundred and seventy-five million times larger than it is!*

Such an instrument as this must come near a revelation of the *ultimate atoms* of matter.

CHURCH MEMBERS.—From D. E. Hunter, the Superintendent of the State Institute, held at Bloomington last summer, we learn that of the 169 members in attendance, 146 were *church members*. This is an encouraging fact to all who feel a solicitude for the proper moral training of the youth in the public schools.

MADISON COUNTY AHEAD.—Madison County sends a larger list of subscribers to the JOURNAL than any other county. This list at present reaches near one hundred and fifty names, including the names of nearly all the Trustees and Directors in the county.

Many thanks to the enterprising Examiner, O. P. Stone, to whom we are chiefly indebted for this encouraging result. Will not the Examiners of some other counties go and do likewise?

CORRECTION.—In the last number of the JOURNAL in the article on composition the preposition "to," after the word gets, in line third of paragraph 2, should be expunged.

2. The name of the Publisher should have been appended to the article headed, "Notice to our Patrons."

INSTITUTE WORK.

Mr. VALOIS BUTLER offers his services, during the summer, in the above work, and from his long experience in the business, we are confident that what he does will be well done. Address, V. BUTLER, Goshen, Ind. O.

FROM ABROAD.

IOWA.—The March number of the *Iowa Instructor*, says in a tone of criticism that the INDIANA SCHOOL JOURNAL of January, talks of "Corporeal" punishment. We shall be obliged to the *Instructor* if it will point to page and line in which the JOURNAL in its editorial, uses either of the terms corporeal or corporal.

NEW YORK.—From the *New York Teacher*, we gather the following concerning the schools of that state for last year:

Value of school-houses and grounds, \$12,254,957. Amount paid for tuition, \$4,556,890. Number of teachers, male, 5,062; female, 21,432; total, 26,494. Average length of term of school in rural districts, 30 weeks and 2 days; in cities, 43 weeks.

Well done for the Empire State.

WISCONSIN.—From the nineteenth annual report of the Superintendent of Public Instruction, Hon. J. G. McMynn, we gather the following:

Number of children between the ages of 4 and 20 years, 352,004; number attending school, 234,265; average term of school, 25 weeks and 3 days; cost per pupil, per day, 7-6 cts.; number of teachers, 7,879; total expenditure for support of Public Schools for year ending August 31, 1866, \$1,975,572; the school fund amounts to \$2,392,904. The Normal School Fund is \$598,999 92. The report gives an encouraging aspect of the school system, in the following items: increased taxes; increase of tasteful school houses; increased demand for good teachers; large attendance upon educational meetings; improved methods of instruction, with an increase of that public confidence which is the life-blood of all great popular systems and enterprises.

BOOK TABLE.

PINNEO'S EXERCISES IN FALSE SYNTAX for the correction of errors in the grammatical construction of sentences. By T. S. Pinneo, author of *Analytical Grammar, and Guide to Composition*. Cincinnati, Sargent, Wilson & Hinkle. Pages 104.

This work points out many of the more obvious errors in grammatical construction, and gives directions for their correction. It recites a few rules of grammar, and refers to others in the author's text book, on that subject.

This work is plain, elementary and direct, and has the superior and unusual merit of freedom from long notes and comments. We have no hesitancy in saying that the careful use of this work will be of value to every teacher, and of special value to the teacher of grammar.

In saying the above, we do not desire to be understood as approving in detail and in full, every position taken by the author. Some of his positions are open to criticism, but this article being a *notice* and not a *criticism*, these are not pointed out.

THE HISTORY OF A MOUTHFUL OF BREAD, AND ITS EFFECT ON THE ORGANIZATION OF MAN AND ANIMALS. By Jean Mace. Translated from the eighth French edition by Mrs. Aphea Gatty. New York: American News Company, 12 mo. pp. 398.

This is a narrow and unique title, giving a very imperfect idea of the width and interest of the subject. This work in giving the history indi

cated by the title, becomes a popular juvenile treatise on physiology. Popular inadequately expresses this quality of the work; captivating is a better term.

The subject is presented in the form of conversations with a child, the style and illustrations being in an eminent degree adapted to the understanding of a child. Notwithstanding this juvenile adaptation of style and illustration, the subject matter remains weighty and important.

Scarcely any child will fail to read this with interest, and once having read this, it will never after be indifferent to the more scientific treatise on Physiology. It would be a blessing if this work could be read in every family in the land.

NEW MAP OF BIBLE HISTORY. By Rev. Griffith Morgan, of Battle Ground, Indiana.

A partial synopsis of contents of this Map would include the following:

1. A map of Palestine with surrounding countries.
2. A map of Palestine alone on a magnified scale.
3. Several engravings of noted scenes and events.
4. Tabulated facts as follows:
 1. Order of time in which the Prophets wrote.
 2. Genealogy of the Savior.
 3. The journeyings of the Savior.
 4. The journeyings of St. Paul.
 5. Table of air line distances between any two towns or cities named in the New Testament.
 6. Names of New Testament towns alphabetically arranged, with the number of the chapter and verse in which they are named.
 7. A chronological table derived from the Hebrew, the Septuagint and from Josephus.

Added to all this is an amount of historic matter almost incredible, when we consider the amount of other matter. In view therefore of the above, it is almost superfluous to say that this is a map of great value to every Bible reader whether he be youth or adult.

We welcome this map and all kindred agencies tending to give an accurate and comprehensive knowledge of the sacred events, scenes and personages of the Holy Scriptures.

THE LITTLE CORPORAL. Published at Chicago.

This is a three columned monthly of sixteen pages. It bears on its first page the expressive motto, "Fighting against Wrong, and for the Good, the True and the Beautiful."

This is a youth's paper, and has in it the pulse-beat of young and earnest life. Its moral tone is high and its literary cast good. We bid it God-speed in its fight with Wrong, and in its defense of the True, the Beautiful and the Good.

EXPLANATION.—Several books are on our table awaiting notice, but, want of time prevents attention in this number.

We hereby tender publishers our thanks for their courtesies, but at the same time beg a little indulgence as to opportunity for preparing notices.

THE
INDIANA SCHOOL JOURNAL.

July, 1867.

Volume XII. GEORGE W. HOSS, Editor. Number 7.

NORMAL SCHOOLS.

Ed
[The following report is published by request of the Normal School Board.—ED.]

REPORT

To the Board of Trustees of the State Normal School of Indiana.

In obedience to instructions of the Board of Trustees, I left home on the 25th of July, 1866, accompanied to Chicago by J. M. Olcott, superintendent of the City Schools of Terre Haute, and member of the committee on plans for building, on the part of that City, and reached the

NORMAL UNIVERSITY OF ILLINOIS

on the morning of the 26th in time to witness their closing examinations.

We found this Institution under good management, and conducted with an eye to every demand. Earnestness and precision marked every performance. Should a criticism be offered it might be to express a fear that too much time is devoted to drill on a too limited portion of work, thus exhibiting skill at the expense of proficiency.

The Institution is in a healthful locality two miles north of Bloomington. It has large grounds with beautiful prairie surroundings. It has three departments:

1. A Normal Department proper.
2. A Model High and Grammar School.
3. A Primary Training School.

The Grammar School is a connecting link between the High School and the Primary Training School. The Primary Training School has a regular teacher for its principal, under whom assistants from the Normal School are trained. These assistants sometimes conduct their classes alone, and sometimes under the eye of professional critics, and are trained to teach and move their classes with facility. In the Normal exercises their imperfections and excellencies are subjects of criticism.

Young ladies and gentlemen study and write in the same rooms. The school is graded according to proficiency without regard to sex. Each sex and grade is furnished with separate dressing rooms, and ample accommodations are made in all departments of the building for room, air and light. The course of study embraces every grade from the primary school to the complete college course. Boarding is found in families.

The 28th was spent chiefly in visiting the schools in Chicago. Public Instruction in this city is under the able superintendence of J. L. Pickard, formerly Superintendent of Public Instruction in Wisconsin, an urbane and estimable gentleman. We left under much obligation to him for his kind offices.

The system of instruction in Chicago embraces a city Normal School for the training of teachers who seek employment in the city schools. By this means uniformity and efficiency are secured. Chicago ranks among the first, in the completeness of her city common school system.

Parting here with my valued aid, I reached the

YPSILANTA NORMAL SCHOOL, MICHIGAN,

on the evening of the 29th. It was in time of summer vacation. I found much fraternal, good feeling among the Faculty remaining at home, and evidences that a useful work is going on there. Their building is too small. It is deficient in apartments, and by consequence many of their rooms are required to perform double duty. They express regret that they can not develop all the elements of such an institution for want of accommodations. An additional building is in progress.

This Institution has been in operation about ten years, and was conducted without the benefit of experience from other schools. Ladies and gentlemen study in separate rooms from necessity rather than from choice, but recite together. Their building has no special

accommodations for literary societies. Chapel and study rooms are used for this purpose.

Each teacher gives Normal instruction separately in connection with his regular recitations. No separate or special course is given in "Theory or Art of Teaching."

In the Primary Training School, pupil teachers have regular classes. They sometimes work above and at other times under the eye of a Normal teacher. Teachers are from the senior class, but often other grades are called upon. Qualifications to teach are governed by age and experience, as well as by scholastic attainments.

Tuition in Normal class per annum is.....\$10 00

"	"	Training	"	"	"	7 00
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Students find board with citizens; many rent rooms and board themselves. All are required to be in their rooms by seven o'clock p. m. in winter, and by eight in summer. Otherwise a reason for absence will be expected.

The course of instruction requires a period of three years and approximates a college course. The Normal Training course embraces the sciences usually taught in a good common school. At Oswego is found the

OSWEGO TRAINING SCHOOL,

under the Superintendence of Edward A. Sheldon, a scholar, a gentleman, and an author. His work on Object Teaching is well known. His reputation as a teacher is associated with the development of that system. He manifested much friendly interest in giving me desired information.

I found the Institution in session and in excellent drill. The building not having been originally designed for the purpose to which it is now applied, wants convenience and proportion in the arrangement and size of the apartments. The Normal School is the head of their city school system. Latterly it has received the favor of the New York Legislature which appropriates annually \$15,000 for its support. It has no model High School. The High Schools of the city serve this purpose, to which Normal students have free access as visitors, to observe their practical workings.

This Institution is not well supplied with apparatus, but arrangements are being made to purchase. A library is only commenced. Chapels for the Training and Model Schools are separate. The

janitor has rooms for family in the upper story. The building is warmed by stoves.

Both sexes study and write in the same rooms. Modes of instruction are given practically in the Training Department and experimental teachers are superintended by critics from the Faculty of the Normal Department. This work is efficiently done. It is the important work, and the evidence of success is found in the numerous and effective corps of successful teachers that have gone out from this Institution, of whom the West has its share. Special instruction is given in "Methods and Art of Teaching." The Normal course embraces a period of three and a half years, including a preparatory course.

The first department of the Normal School consists of such as are preparing to teach the Common School. These are instructed practically in the Art of Teaching in the Training School. They may graduate and receive a diploma for this course alone.

In a still higher department students are prepared to take the grade of principal in City High Schools. They visit the City High Schools, in which they can learn the practical methods of conducting them. No tuition fees are paid except by students from out the State. Students make their own arrangements for board. Numbers of both sexes board themselves in rented rooms. None board in the building.

No instruction is specially given in Bible Literature. Sectarian interests conflict much in the city, and it has been difficult for the teacher to reach a desirable standard of religious instruction. The officers are not indifferent to the subject.

THE STATE NORMAL SCHOOL AT ALBANY,

is under the Presidency of Prof. Arey, a man well fitted for his work. I found the Institution progressing with its examinations, which indicated precision and care on the part of the teacher and student. Near two hundred are being here trained for teachers in the Common School.

The building was completed in 1844, and was among the first constructed in our country for Normal School purposes, and experience has suggested many improvements. It is deficient in air, light, and landscape surroundings. The building covers the entire lot, and two sides front on noisy streets in the central portion of the city.

The Board of Trustees have shown a want of professional judgment in assigning five studies to each student. The effort necessary to reach the standard causes frequent indisposition, and the teachers attendance roll has "sick" often marked on it. The want of suitable surroundings, ventilation and light, may safely be regarded as co-ordinate causes.

The school has superior advantage in being near the State Geological and Agricultural Rooms, where may be seen by visitors a magnificent and varied collection of specimens of agricultural productions and implements, not only of civilized but of barbarous nations; of fossil and modern animals, including insects, crustaced, reptiles, fishes, birds and quadrupeds; with a rare collection of geological specimens of the flora and fauna of the vegetable and animal kingdom, and an extensive variety of assorted and labeled minerals.

Each county in the State is entitled to the privilege of sending a number of pupils equal to twice the number of its members in the General Assembly, and such students are entitled to mileage varying from 30 cents to \$9.30, according to distance; and such students are entitled to the privileges of the Institution until they graduate. Females must be sixteen years of age and males eighteen. Applicants are chosen by County Commissioners. Proficiency and success in teaching secures preference. Tuition is free.

Well assorted apparatus is provided and sufficiently extensive to illustrate satisfactorily the principles of Natural Philosophy, Surveying, Chemistry, and Human Physiology. The Museum of the Medical College is also accessible. A good library is provided and students also have access to the State Library.

Board costs from \$4 to \$5 per week. Different sexes are not permitted to board in the same family. Care is taken to determine the respectability of families before students are recommended to them.

The instruction embraces a thorough English course. The Normal School proper, has connected with it two departments of practice—a Primary Department and an Experimental Department, and each is under the supervision of the Professor of Theory and Practice of Teaching, and under the immediate charge of a Model Teacher.

The Experimental Department is taught mainly by members of the Senior class. Each teacher is employed from two to four weeks,

the time depending on the number of members in the Senior class.

The Primary Department is designed to illustrate the organization and management of Primary Schools. It contains fifty pupils from five to nine years of age. The pupils were divided into two classes and each class into two subdivisions. The instruction is mainly oral and objective, and in accordance with the Pestalozzian system. Diplomas are awarded to such as sustain a satisfactory examination at the completion of the course. The Legislature of New York has provided for four additional Normal Schools.

THE STATE NORMAL SCHOOL AT TRENTON, NEW JERSEY, is handsomely situated in the city of Trenton, on a lot measuring 750 by 320 feet. It consists of two buildings, one for the Normal Department and the other for the Model School. It has very little apparatus, but a large supply of geologic and geographic maps, valued at near \$1,000. Its library consists mainly of text-books. A miscellaneous library is much desired, as well as philosophical and chemical apparatus. Both buildings are warmed by furnaces—there are four in each building.

Both sexes are taught together and study in the same rooms. The rules regulating their sociability are those of propriety and politeness. There are in the Institution, no literary societies. Composition, elocution and criticism being taught in the regular course.

The Normal course of study embraces a period of two years. Classical studies, as in New York, are not embraced in the course. In Mathematics it reaches Geometry, Surveying and Mensuration. The Normal students have the privilege of attending the Model High School classes, in which the classics are taught. The Model School embraces all grades from the most elementary to the collegiate.

The aim of the Normal Department is only to qualify teachers for the principal's place in the good common school. Students in the Normal School, of all grades, are admitted to the service of training in the Model School, but chiefly from the higher classes. The Model School is taught by regular teachers. The students pay from \$22 to \$42 per annum for tuition, and the school is thus made self-sustaining. Normal students are trained under the eye of the Model School teacher.

Female students (non residents) are required to board in an adjoining boarding-house in which reside a number of teachers who superintend their order. The boarding-house was built and is man-

aged by a joint stock company, whose motive was to promote the common cause rather than to invest money for profit. Board costs \$3.50 per week and includes fuel, lights and washing. The house is in charge of one of the Professors, whose services are compensated by the board of himself and family. Young gentlemen make their own arrangements for board.

The two school buildings are perhaps two hundred feet apart. Experience teaches them that it would have been better had they both been combined in one building. They were at first constructed by a joint stock company, which loaned them to the State for five years. They were next leased to the State on condition that the company could realize about \$1200 per year on tuition as a credit on the buildings, should the State choose to purchase at the end of the lease, otherwise the privilege would be forfeited. At maturity of the lease the members of the Assembly became so well convinced of the benefit the cause of education through the State was receiving from the Institution, that the purchase was made.

Professor Hart is now the Principal of this Institution, an educator gentlemanly, urbane and efficient. The school was vacated at the time of my visit and I was unable to see its practical workings. One of the distinguishing features of the Institution is the generous liberality that marks the character of the citizens around it. This serves as a guarantee that it lives in a genial clime, and that the minds educated in such a social element, must take with them more than the school can itself give.

There is no charge for tuition to those who take the pledge to become teachers in the State, and each county is entitled to three times as many seats in the school as it has representatives in the Legislature. When vacancies occur other counties can fill them. Applicants must be over sixteen years of age and of unquestionable moral character.

THE STATE NORMAL SCHOOL AT MILLERSVILLE, PENNSYLVANIA, Has for several years been under the able administration of Prof. J. B. Wickersham, now Superintendent of Public Instruction in that State. He has a well known reputation as an Educational writer as well as a lecturer. His place is supplied by Prof. Edward Brooks. It has enrolled the past year 807 students—266 females, and 541 males.

It has a Model and Normal Department. The Model Department embraces what is usually known as a Primary Training

School, and a Model High School, and has been in operation six years. It is taught mainly by the graduating class, under the supervision of the Superintendent of that department. The course of instruction embraces the usual common school course together with the higher branches. Attention is also given to object lessons, vocal music and drawing.

The Normal Department is divided into elementary, scientific and classical. The first requires two years, the second three and a half years, and the third five years. The last is a collegiate course. The first is intended to reach the wants of the common school. The classical course is designed to prepare teachers for classical high schools.

Examinations are first conducted by the Faculty, and if satisfactory are referred to the Board of Examiners for further examination. The Board of examiners are such Principals of Normal Schools as the Superintendent of Common Schools may designate. They may examine classes in any part of their course, but mainly on the theory of teaching. A Thesis on some educational subject is required.

Students graduating in the Elementary course receive a Diploma, specifying the branches studied, and are denominated "Bachelor of the Elements." In the Scientific and Classical Course they are in like manner designated "Bachelor of the Sciences," and "Bachelor of the Classics." The Normal School Law makes it the duty of the authorities of the Normal Schools to grant Diplomas or State Certificates to school teachers in the Common Schools, without having attended the Normal Schools as students, on the following conditions:

- 1st. All applicants must be twenty-one years of age.
- 2d. They must have taught in the Common Schools during three full annual terms.
- 3d. They must present certificates of good moral character and skill in practical teaching similar to those of the regular graduates, and have them signed by the same school officers.
- 4th. They must be examined in all the branches mentioned in their Diplomas, and at the time when other examinations at the school are conducted. Diplomas are furnished by the State.

The year is divided into two sessions—the first twenty-six weeks the second, sixteen weeks. The Normal Department costs, including board, heat, light and washing, \$200 per annum. Tuition and

school privileges without board, \$55. In the Model School, similar expenses are respectively \$175 and \$140. Instrumental music is charged extra \$40.

First.—"Each student over seventeen years of age who shall sign a paper declaring his intention to teach in the Common Schools of the State, shall receive fifty cents per week towards defraying expenses of board and tuition.

Second.—"Each student over seventeen years of age who has been disabled in military or naval service of the United States or of Pennsylvania, or whose father has lost his life in said service, and who shall sign an agreement as above shall receive the sum of \$1.00 per week.

Third.—"Each student, who, upon graduating, shall sign an agreement to teach in the common schools of the State two full years, shall receive the sum of \$50.

Fourth.—"Any student, to secure these benefits, must attend the school at least one term of twelve consecutive weeks. These benefits are to be deducted from the regular expenses of board and tuition. The State also appropriates annually one-third of \$10,000."

Two fundamental principles are adopted, by which to regulate the order of the school.

First.—"No student should be allowed to trespass upon the rights and privileges of another; and

Second.—"Privileges that all can not enjoy should be granted to none."

Two literary societies, the "Page" and the "Normal," give attraction to the school, and hold weekly meetings. They have together about two hundred well selected volumes in their libraries. By the payment of a small fee, these societies are open to all.

The buildings for male and female boarders are separate. Both departments have the same dining room. Accommodations are made for three hundred. The school accommodates four hundred. The grounds surrounding, cover an area of ten acres, and the cost of the whole was \$65,000. Male and female boarders are kept separate, meeting only by permission except in recitations.

The Institution has a good selection of philosophical apparatus, and is anticipating an increase. It has also a good cabinet of minerals, and of natural history. The gentlemen have grounds for exercise, and a gymnasium with apparatus. The ladies a hall 112 by 30 feet, devoted to gymnastic and callisthenic exercises.

Religious services are held in the chapel every Sabbath, which all are required to attend. A Sabbath school, prayer meeting and Bible classes, are among the privileges of the students. While religious instruction receives special attention, an equal care is taken to avoid sectarianism. Care is taken while teaching the Bible to teach how it ought to be taught. A State is more interested in Bible literature, in its true Catholic sense, than in any other learning, for such instruction is the best security for good citizenship. To give instruction on the best method of teaching the Bible, should be an indispensable part of the Normal School service to the cause of general popular education.

The State of Pennsylvania is divided into twelve Normal School districts. When each district reports to the State a school building, and the proper accompaniments, for the accommodation of three hundred students it is entitled to authority to conduct the same as a State Normal School, and in the name of the State to confer appropriate degrees.

The following statistics will give a general comparative view of the development of the Normal School system in the States visited. The excellent Institution at New Britain, Connecticut, and the four in Massachusetts, could not be visited before the close of their summer terms. I regretted having to pass also a very superior Institution at Toronto in Upper Canada. It has a high reputation.

I am informed that Wisconsin has a Normal School capital of \$1,000,000, and designs appropriating it to the establishment of four Normal Schools, at a cost of \$250,000 each, which indicates a high appreciation of this branch of educational economy.

The results of my visit are the discovery,

First.—That in the workings of the Normal School system there must be blended three distinct and co-ordinate departments. The

1st. A Normal School proper.

2d. A High School connected with a Primary Training School by an intermediate or Grammar School, and

3d. A Primary Training School.

Each of these has its distinct object, and requires its separate form of discipline and instruction. The first will reach the College course; the second the City High and Grammar School; and the third the City or Normal Primary School.

Second.—That such an institution can not be conducted successfully without spacious, well ventilated and suitably constructed buildings. Many institutions have failed to develop a complete system for want of these advantages.

Third.—That buildings put up with too great regard to economy, are out of proportion in their parts when additions are made to accommodate increased numbers, a mistake that, when once made can never be successfully corrected.

Fourth.—That each department requires accommodation and space. All require an outlay of capital. Economy teaches us that a work of time should be well done.

NORMAL SCHOOLS.

215

Name of Institution.	No. of Students.		Normal Department.		High School Department.		Intermediate Department.		Pr. Train.		Princ'pl	Salaries.		Princ'pl	Cost of the Building.		Cost to the State.	Annual Appropriation.	No. of Male Teachers.	No. Female teachers.			
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		1st Asst.	2d do.		Male.	Female.					1st Asst.	2d do.	
Normal University, Ill.	798		270	169	112	271	30	21	51	86	93	179	\$1,400	\$1,150	\$800	\$350		\$182,000	\$37,000	\$12,500	8	3	
Normal School Ypsilanti, Michigan.	84	130	220	60	94	154				24	36	60	1,800	1,300	500	750	600	300	30,000		13,500	6	3
Oswego Trng School.			7	66	73	City Schools.	88	33	173	142	106	308	1,800	1,800		1,000	700	700	30,000	City.	16,000		
Normal School, Albany.			48	140	188		48	74	122	33	17	50	2,100	1,500	1,300	Five Ladies, \$700 each.					14,000		
Normal School Trenton, N. J.	115	105	310	11	114	125	203			162	365	627	2,000	1,400	1,300	600	400	72,500	38,000	10,000	7	9	
Normal School Millersville, Pennsylvania.	511	266	807	43	216	652	Model Sch'l	105	60	165			2,000	1,000	900	600	300	78,000	15,000	10,000	7	7	

STATE NORMAL SCHOOLS.

STATE.	LOCATION.	PRINCIPAL.
California,	San Francisco,	George W. Minns.
Connecticut,	New Britain,	David N. Camp.
Illinois,	Normal,	Richard Edwards.
Iowa,	Iowa City,	David Wells.
Kansas,	Emporia,	L. B. Kellogg.
Maine,	Farmington,	George M. Gage.
Maryland,	Baltimore	M. A. Newell.
Massachusetts,	Westfield,	John W. Dickinson.
"	Farmington,	George N. Bigelow.
"	Bridgewater,	Albert G. Boyden.
"	Salem,	Daniel B. Hagar.
Michigan,	Ypsilanta,	D. P. Mayhew.
Minnesota,	Winona,	William F. Phelps.
New Jersey,	Trenton, *	John S. Hart.
New York,	Albany,	Oliver Arey.
"	Oswego,	Edward A. Sheldon.
Pennsylvania,	Millersville,	Edward Brooks.
"	Edinboro,	J. A. Cooper.
"	Mansfield,	Fordyce A. Allen.

CITY NORMAL SCHOOLS.

Philadelphia—High and Normal School—George W. Felter.
 Oswego—Training School—Edward A. Sheldon.
 Boston—Normal School—William H. Seavey.
 Chicago—Normal School—Edward C. Delano.
 St. Louis—Normal School—Anna C. Brackett.
 Madison, Wis.—Normal School—Charles H. Allen.
 Indianapolis—Training School—Amanda P. Funnelle.
 All of which is respectfully submitted.

BARNABAS C. HOBBS.

THE BRAIN AND ALCOHOL.

[Believing that there are many who hold either erroneous or defective views concerning the effect of alcohol on the brain, and consequently upon the mind, we have deemed it well to extract the following striking paragraphs from Professor Youman's work, entitled "Alcohol and the Constitution of Man." We should be pleased if teachers would frequently present such facts to their pupils, and at the same time encourage them to remain as they now are temperate, total abstainers from alcoholic poisons; preserving so far as may be, in its pristine strength and purity, this masterpiece of Divine architecture, this citadel of the soul, the human brain.—Ed.]

GRANDEUR OF THE OFFICE OF THE BRAIN.—In this narrow chamber, which is so small that a man's hand may cover it, what grand events transpire! Within its walls occur the sublimest order of phenomena. The thoughts that have revolutionized the world originated here! Every achievement which sheds glory upon our race, projects which involve all nations in their operation, which radiate impulses to the ends of the earth, and send undulations of power down the current of time for thousands of years, originate here! Acts that bless mankind in their beneficence, as well as those which darken it in the shadow of their malignity, alike have originated here! Nay, did not all inventions and discoveries, all arts and literature, and civilization itself come into existence first in the human brain?

A UNIVERSE DWELLS WITHIN IT.—It is customary to point to the heavens as the sublimest object that can engage human attention; and certainly, the contemplation of its magnificent scenery must ever awaken the profoundest wonder. Those ponderous revolvent orbs, sweeping through the shoreless amplitudes, as if hurrying downward to the vortex of chaos, and yet returning through their grand celestial circuits, with the punctuality of the All-Controlling; those gorgeous galaxies of stars thick strewn through the skies, and sunk so deep in the abysses of space as to be brought down to our gaze only through telescopic enchantment—what are they all but symbols of the Infinite, fit and awful emblems of Eternity? And yet these heavens are duplicated in the Brain of the Astronomer. The eye of Arrago may have been darkened in blindness, yet in his brain the planets still careered in their majestic paths. Even the last splendid extension of our planetary system, was it not purely a triumph of thought? With the brain of Leverrier, those planets rolled and circled through their magnificent orbits, but with motions so irregular and perturbed, that the young Astronomer feels the incompleteness of the system. In the solitude of his study, he grapples with the mighty problem, and discovers a new planet in the recesses of his own brain. The telescopist fulfils the immortal prophecy, and the heavens acknowledge their vindicated harmonies.

ALCOHOL ATTRACTED TO THE CEREBRAL MATTER.—IT IS A BRAIN POISON.

ALCOHOL A BRAIN POISON.—It is to the apparatus of sense and thought, and reason and responsibility, the nervous system, and especially its great centre, the brain, that alcohol is first at-

tracted after it has entered the circulatory system ; and this mechanism, the Soul's consecrated instrument, affords the chief theatre of its ravages. Were some inferior organ of the body, whose functions are of a purely physical or chemical nature, the prominent object of alcoholic invasion, the attitude of our question would be greatly changed. But alcohol is specifically, and to all intents and purposes, a cerebral poison. It seizes, with its disorganizing energy, upon the brain, that mysterious part, whose steady and undisturbed action holds man in true and responsible relations with his family, with society, and with God ; and it is **THIS FEARFUL FACT THAT GIVES TO GOVERNMENT AND SOCIETY THEIR TREMENDOUS INTEREST IN THE QUESTION.**

DR. PERCY'S EXPERIMENTS AND CONCLUSIONS.—The proofs of this statement are very conclusive. All the observed facts of human physiology substantiate it ; but to place the point beyond question, an extensive series of experiments were instituted concerning it upon the inferior animals, by Dr. Percy, of Edinburgh. Of the propriety of extending to man, with due precautions, the physiological inferences, drawn from experiments upon the lower animals, the universal practice of the Medical Profession bears witness ; for it is through this route that Physiology has made many of its most important advances, while Toxicology, the science which investigates the action of poisons, is still more largely indebted to this method of inquiry. Dr. Percy destroyed the life of the animals upon which he experimented, by introducing alcohol into the stomach, and injecting it into various veins and arteries. After death, the brain was extracted, sliced, placed in a glass vessel with some water, and the alcohol separated by distillation. This process was repeated in a large number of cases. In announcing at the close of his volume, the conclusions to which his experiments had led him, Dr. Percy observes : "A remark may here be appropriately introduced respecting the situation in which the alcohol may exist in the brain. That, to a certain extent, it is diffused through the substance of the brain, and that it is not all contained in the cerebral vessels, will I think appear from the following circumstance ; namely, that although I have subjected to analysis a much greater quantity of blood than can possibly be present within the cranium, yet I have in general been enabled to procure a much larger proportion of alcohol from the brain, than from all this quantity of blood. Indeed it would seem that a kind of affinity

exists between alcohol and the cerebral matter." Direct investigations of this sort undertaken for special scientific purposes, must of course be confined to inferior animals, and yet the resources of science are thus by no means exhausted; for with strange infatuation men themselves volunteer to become the subjects of experiment. Dr. Percy's observations were not limited to the lower animals killed by poisoning with pure alcohol. He also examined in the same manner the brains of men who had destroyed their own lives by drinking alcohol in its common diluted form of spiritous liquors, and obtained the same marked result—the extraction of alcohol in considerable quantity from the cerebral matter, and that too, several days after the victims' death.

OBSERVATIONS OF DRs. LEWIS, COOK, AND KIRK.—The same fact is established by numerous other medical authorities. A case occurred in Edinburgh in 1840, described by Dr. Lewis, where alcoholic odor could be detected in the fluid of the ventricles, (cavities,) nor indeed in any other part of the body. "Dr. Cook of London, in his work on nervous diseases, has stated the case of a man who was brought dead into Westminster Hospital, who had just drunk a quart of gin for a wager. The evidences of death being quite conclusive, he was immediately examined, and within the lateral ventricles of the brain was found a considerable quantity of a limpid fluid distinctly impregnated with gin, both to the sense of smell, and even to the test of inflammability. Dr. Kirk, of Scotland, has given a like fact by the dissection of the dead body of an inebriate. The fluid of the lateral ventricles of the brain exhaled the smell of whisky, and, when he applied a candle to it in a spoon, it burnt with a lambent blue flame.

GEOGRAPHY.

If all the teachers in this great country were assembled in one vast Association, and the testimony of each required as to what branch caused most difficulty, three-fourths of them, would, I believe exclaim, "Geography." This is not because Geography in itself is a difficult study, but because it has been considered a great bundle of names and facts, without dependence upon, or connection with each other, to be studied, learned, and remembered, if possible.

But a brighter day has dawned for this science, which all teachers and pupils hail with delight. The early dawn of the brighter day whispers to all intelligent hearers, that this unappreciated study can be reduced to a science, that there can be found that mutual dependence of fact upon fact, of cause and effect which can be traced in all other sciences. If the dawn only tells of such glorious truths, what may not persevering, earnest minds accomplish before the evening comes?

In acquiring this new and better way, we must all be learners alike, and seek information wherever it may be found. There are many things though, which we need not be told, which our own common sense will teach us. The general law, that all instruction should be adapted to age and attainment, that we should begin with the simple, and as mental strength is gained, proceed with that which is more difficult, holds true also in Geography.

In a preparatory course, a child should be made thoroughly acquainted with the form and distribution of the land and water upon the earth's surface.

When such a knowledge is acquired, and a pupil is ready to commence a study of the maps, where can he better begin than at home?

Geography, like charity, should begin at home, and again, like charity, it should not end there. Let the child commence at his own door, and draw a map of the school house and its surroundings. He will work with renewed interest since he knows well all the points. After finishing the surroundings of the school, let him proceed to the county in which he lives. Teach him exact distances. Make him feel and see, that that line he draws across the southwest corner of the county is the stream he has fished in a hundred times, that the hill he is representing, is the same as that upon which he slides in winter. After learning these, let him proceed to the States. And here too, begin with that which is easy, and proceed gradually to that which is more difficult. Guyot gives North America for a first lesson in map drawing. This seems to me rather a difficult task for a beginner.

In assigning a State for a lesson, be sure to tell the children positively, what you want of them. Tell them to measure the boundary lines, and see how they compare; to notice carefully the exact source, course and mouth of each river; the situation of the capital and three principal towns; the direction of the mountain range, and

the position and outlet of all inland waters. Require them to produce a correct map before coming to the class, as their lesson.

IOWA.

Iowa has been given for a lesson, and the children are assembled in class with the above information. Call upon some pupil to state what he has found to be true about the boundary lines. He will tell you that the widest part of the State is at the centre, that the indentations in the Mississippi River, form this widest part; that the northern and southern boundary lines are very similar; that the southern political boundary line equals the perpendicular distance from the northern to the southern boundary line. Send the class to the blackboard with a measure one foot in length. Have each one draw a horizontal line one foot long for the southern boundary line. Tell them this line is two hundred miles long, and ask what will be the scale of the map. Number this line 1 at the left and 2 at the right. From 1 draw a line upward that shall be as long as 1-2; and perpendicular to it. Number it 3. Complete the square, of which, you thus have two sides. Prolong the upper line to the left one-fifth of its length and connect the left hand point with 1. There will thus be found a triangle on the left of the square. Prolong the upper line to the right one-tenth of the line 1-2. Now find the middle of the right hand side of the square, and from this point draw a horizontal line to the right a little longer than one-third of 1-2. Thus we have all the points. Give the class five minutes to finish the outlines neatly. Then name one member of the class, who shall describe accurately some river in the State. Require the class to turn to the board and draw it. Proceed thus with all the rivers. Treat the capital and towns in the same way. Have the lakes and mountains all described before any attempt is made to draw them. In another article we will tell you how we would conduct a recitation after the map is drawn.

C—.

School Officers Department.

EXAMINATION OF APPLICANTS FOR STATE CERTIFICATES.

Examinations of applicants for State Certificates will be held in accordance with conditions of former announcement at time of the State Normal Institutes, as follows: Columbus, July 17th and 18th; Fort Wayne, July 24th and 25th; Richmond, July 31st and August 1st; Terre Haute, August 6th and 7th. Examination will commence at 8½ o'clock on mornings named. It is hoped that a large number of applicants will be present at each place.

CONFERENCE WITH EXAMINERS.

I desire a conference with all the Examiners in the quarters of the State in which the Normal Institutes shall be held. It is presumed that a large number will attend the institutes, consequently this seems an opportune time for meeting. The times of meeting will be as follows: Columbus July 19th; Fort Wayne, July 26th; Richmond, August 2d; Terre Haute, August 8th. It is hoped a large number of Examiners will be present at each meeting.

GEORGE W. HOSS,
Sup't Pub. Instruction.

REVENUE APPORTIONED.—The amount of tuition revenue apportioned to the various counties, on the fourth Monday in May, was \$1,041,587 36. This is in excess of the spring apportionment of last year by \$37,299 87. The latter gives \$1.86 to the child, the former, \$1.82.

FROM LAPORTE, IND.

To those interested in the welfare of the Public Schools of our State, a word as to our prosperity, will not be uninteresting.

OUR NEW SCHOOL BUILDING.

Although La Porte has only about 8000 inhabitants, yet we are proud in having one of the finest High School buildings, if not indeed, the finest, in the State. It is not yet entirely completed, but under the administra-

tion of our present energetic and public spirited trustees, aided by the recent Act of the Legislature. we hope to be able soon to report a school house worth \$50,000, entirely finished and furnished.

THE SCHOOLS.

Are organized into four departments; Primary, Secondary, Grammar and High School. All these have recently been thoroughly graded, and a course of study adopted for each. The result of this work is, the zeal of the pupils in their studies, their progress, and public interest in the schools, are very much on the increase. We intend to do still better next year. Indeed, our friends Geo. P. Brown, A. C. Shortridge, and others whom we have not yet met, may find us pressing hard upon their rear, if not marching by their sides.

TEACHERS' EXAMINATION.

The first annual examination of all who wish to apply for situations in our schools, will be held in the High School room in this city, commencing Wednesday, July 10th, at 9 o'clock, A. M. This examination will be held under the auspices of the school Trustees of the city, and is entirely independent of those held by the County Examiner. All persons, from whatever section of the country, who would like to teach in the Public Schools of this place are requested to make application in writing, giving their Post Office address, to the undersigned, or to either of the following named trustees: Geo. M. Dakin, H. L. Weaver, L. Crane, and to be present at the examination.

C. F. KIMBALL.

BLACK BOARDS.

Among the many important provisions for the school room, few are more important than black boards. Realizing the utility of good boards, and the difficulty of procuring them, I have taken some trouble to obtain information concerning the best and cheapest. I have found nothing that promises better than the following recipe, given by Prof. E. A. SHELDEN, of Oswego, N. Y. The following is a portion of his letter, in answer to mine touching this subject:

OSWEGO, May 8, 1867.

"Hon. GEO. W. HOSS. *Dear Sir*:—I have delayed answering your note of the 20th ult. until 'our man of all work' could test, more carefully, the proportions of different materials used in our black board paint.

He tells me, to-day, that the following proportions are correct: 1 gal. alcohol, 1 lb. shellac, 2 ozs. lamp black, and 2 ozs. ivory black.

Make the mixture twenty-four hours before you apply it, that it may become thoroughly dissolved, then strain it through fine muslin and it is ready for use. Apply it rapidly and smoothly with a fine, flat varnish brush.

The mixture should only be prepared as it is wanted for use, as the alcohol evaporates rapidly. It may be renewed, however, by adding more alcohol. With new wood boards one coat of common paint should first be applied—lead or any dark color will do. Then put on two coats of the mixture. The amount named in the above recipe will cover from three hundred and fifty to four hundred square feet, two coats. It may also be put on any smooth, hard finished wall, without paint. Old boards require but one coat, and it is ready for use as soon as put on.

With this recipe a common laborer prepares all our boards, and I have never seen any better black board surface. It is cheap, good, durable and smooth, which I believe answers all your questions."

Truly yours,

E. A. SHELDEN.

COST.

I have taken the trouble to obtain the prices of the above named ingredients, from an Indianapolis druggist, which prices are as follows:

1 gal. Alcohol.....	\$5.00
1 lb. Shellac.....	1.00
2 ozs. Lamp Black.....	05
2 ozs. Ivory Black..	10
Total.....	<hr/> \$6.15

QUANTITY OF BOARD.

Precise quantities cannot be fixed, yet it will be safe to say that no room should have less than the amount that can be placed on one entire wall; many should have more—twice or three times as much. Do not be alarmed, reader, when you make the comparison and find this is ten times as much board as is found in some houses in your neighborhood. Ten times as much is needed if your houses have what some houses have, namely; a board 3x5 feet, suspended by two ropes fastened by two nails. A skillful teacher wants board room enough for half her school to be employed at the same time, in drawing maps, writing spelling lessons, writing definitions, or

copying paragraphs from the reading lessons, &c. Without a black board ample in quantity and good in quality, the skillful teacher is shorn of nearly half her strength. I say skillful teacher, for the unskillful makes but little use of a board, and therein is her unskillfulness significantly apparent.

PLACE OF BOARD.

The place on the wall the board shall occupy is somewhat of an open question; some holding that it should be in the rear of the pupils; others that it should be in front or at their side. The prevailing custom in the better class of houses, however, is to place it in front and on one side; the side being for the pupils and the front for the teacher and pupils as circumstances may determine. To this end one side wall should be free from doors or windows, and the front free from windows.

HEIGHT AND WIDTH.

In Primary rooms, the lower edge of the board should not exceed two feet in height above the floor, or above the platform if there be one (which is not a necessity except for the teacher's board.) The height for other rooms should grade according to the size of pupils, not exceeding two feet ten inches. The width of boards may grade according to the size of pupils from three feet to four and a half. Any width beyond four and a half feet is of little value, unless it be for difficult drawings which are to be retained for several days or weeks, consequently must be placed above and beyond the ordinary line of the board.

CHALK BOARDS.

A good chalk board should extend along the entire lower line of the black board. This want is so obvious that it would seem unnecessary to mention it. Yet obvious as this want is, it is not difficult to find good and ample boards without one foot of chalk board attached. It is hoped that builders will take note of this small, yet necessary item. Other details might be mentioned, but to avoid tediousness they are omitted for the present.

If any reader, whether teacher, builder, or school officer, has any additional facts or suggestions concerning the above, I should be pleased to receive them for insertion in the *Journal*.

Editorial---Miscellany.

OFFICIAL VISITS.

The following facts were observed or otherwise learned in an official visit to the following places in May last.

I. CRAWFORDSVILLE, MONTGOMERY COUNTY.

The number of trustees and directors present at the school officers' meeting was twelve, a larger per cent. of the whole number than usual. The questions submitted and the general spirit manifested, indicated a class of men properly imbued with the spirit of their work.

Reports were usually favorable concerning care and preservation of school property.

The County Commissioners authorize the Examiner, Mr. Britton to spend all the time in visiting schools that he shall deem necessary.

There are two public school houses in Crawfordsville; one a two story six roomed brick, one a three roomed frame.

The school grounds are large and tasteful. The trustees are proposing to introduce the graded system this fall.

II. WESTVILLE, LAPORTE COUNTY.

The school at Westville is under the charge of Examiner Laird. The number of pupils is about two hundred and fifty, the number of teacher, is five besides a teacher of music.. Though this is the public school for Westville, yet there are near fifty students in attendance from a distance.

It is no undue compliment to Mr. Laird and his associates to say that this school is under excellent management. In one particular we have seen no school which surpasses this; namely, in the important particular of "self government." The aim throughout all the departments in this school, as we were informed by the principal, is to institute, so far as may be, self government. How successfully this attempt has been carried out we cannot say with certainty, but can say that during our stay of one day in this school we heard no teacher call "for order," or "for attention," or "for quiet," and yet all were quiet, not a whisper nor other sign of communication being observed. We were assured that this is the common condition of the school.

TORIA
 This is a result of great consequence, not only in the special labors of the school room, but in the acquisition on the part of pupils of that self control so necessary in all positions in life. We submit that this feature of school discipline is of vast consequence in a civil government in which every citizen is expected to govern himself.

The evening lecture was attended by a large and appreciative audience of which the students in the higher classes of the school formed a very considerable part.

III. SOUTH BEND, ST. JOSEPH COUNTY.

The schools of South Bend, are run without a superintendent, consequently without that unity and symmetry that should characterize schools in a town having over a thousand children of school age.

There are four buildings; three brick and one frame, of capacity for about sixty per cent. of all the children.

So feeble is the public school spirit that private schools are taking the place of public schools. The Examiner, Mr. Sumption, and Mr. Adams, are starting a private school of fair promise. There are also two colleges near town.

It is hoped that the public school interest will ere long awaken into new life.

Twelve or fourteen trustees and directors were present at the officers' meeting. The evening lecture was attended by a fair sized audience.

IV. GOSHEN, ELKHART COUNTY.

The school officers' meeting was the largest that we have yet met in any part of the State, the number being about thirty. A majority of these were directors. The questions proposed were of unusual directness indicating a desire to obtain practical knowledge.

On the suggestion of the Examiner, Valois Butler, the trustees resolved to meet on the third Saturday in May for the purpose of organizing a County board of Education.

The school interests here, as in South Bend, are divided between public and private enterprises. Mr. Butler, the school Examiner is at the head of a large and flourishing private school. The public schools kept in two buildings are under the charge of Mr. Macomber. One of these buildings, a brick, is a handsome structure, situated in a beautiful grove of primitive forest trees.

The Board proposes to erect a smaller building for a primary school, before the opening of the fall term.

The free term of these schools for the current year was six months.

The evening lecture at this place was attended by a most attentive and appreciative audience, equal in size to the capacity of the hall.

Elkhart in this county, has recently resolved on building a school house of superior style and accommodation. The cost will be about thirty thousand dollars.

V. KENDALLVILLE, NOBLE COUNTY.

Kendallville is building one among the best school houses in the State. In dimensions and capacity this house is as follows: length 80 feet, width 61; height of wall near 53 feet; giving three stories above the basement; number of school rooms 10, and one large lecture hall and one room for superintendent, office use, &c.

The building will accommodate about six hundred and fifty pupils, making no use of basement or of lecture hall.

The style and architecture of the building are superior. The foundation is of stone; two water tables passing entirely round the building, of stone; and the quoining of all the corners, to full height of wall, of cut stone. The entire building is to be heated by furnace, and ventilation to be of the most approved plan.

The total cost, save furniture and heating apparatus, will be \$26,950. This building will be ready for occupancy next fall.

The trustees deserve great praise for their devotion to this enterprise, and for their economy and liberality. We are informed that they have made no charges for services rendered in superintending the erection of the building, nor even for time used or money expended in visiting other places to examine buildings and confer with architects.

VI. ALBION, NOBLE COUNTY.

Nine trustees and one director attended the meeting of school officers. The evening lecture was attended by a fair sized audience. Mr. Prentice, the Examiner, reports improvements in qualification of teachers, also in quality of houses.

The commissioners give the examiner all the time he deems necessary for visiting schools.

The school house in Albion is a two story four roomed frame, accommodating about two hundred and sixty pupils.

VII. LAGRANGE, LAGRANGE COUNTY.

The evening lecture at this place was attended by a large and appreciative audience. The school house is a two story three roomed building, accommodating about two hundred pupils.

ONTARIO.—At Ontario in this county, is located a joint stock institution under the management of Prof. Rufus Patch, the school Examiner. This school is composed wholly of pupils from a distance who wish to pursue a higher grade of studies than those taught in the public schools. Several teachers are annually prepared by this school for LAGRANGE and for other counties, and if Prof. Patch shall be able to carry out some of his plans, still a larger number will be thus prepared in future. A year hence we trust we shall hear of his fullest success; both he and his plans merit such a result.

VIII. ANGOLA, STUBEN COUNTY.

An audience of tolerable size attended the evening lecture, and only two trustees the officers' meeting. The school house is a two story brick, furnishing accommodation for near three hundred pupils.

In one of the townships in this county, we found the longest term of schools yet reported for any township in the State. In the township alluded to, the trustee says the term for the current year, will be eight and a half, possibly nine months. Of this, we must say well done!

The County Auditor, a warm friend of the schools, says the people of this county think enough of their schools to sustain them liberally, and generally without complaint as to cost.

IX. AUBURN, DEKALB COUNTY.

There was a large number of intelligent and earnest officers present at the school officers' meeting. A majority of the trustees present subscribed for the SCHOOL JOURNAL.

Spencer Dills, the School Examiner, is at the head of the schools of the town, and is doing a good work in preparing teachers for the county. He is thoroughly in earnest in this work. The school house is a two story frame, containing four session rooms, and four small recitation rooms. The building has a very neat and attractive appearance outside, but is marred inside by marks.

The evening lecture was attended by a fair sized and attentive audience, and by some boys who were not so attentive.

X. BLUFFTON, WELLS COUNTY.

The schools of this place have never been graded, the citizens claiming the inalienable right to send to the school which they prefer. Consequent upon this fact, there are as many separate schools as there are houses, namely, three. Mr. McCoy, the Examiner, is earnest in his purposes to secure a thorough grading of the schools. Mr. M. has charge of one of the most advanced schools in the town. The place being new, the buildings are small, and provided with ordinary box seats and wooden blackboards.

About half of the trustees of the county were present at the officers' meeting; and a large and attentive audience, at the evening address.

XI. DECATUR, ADAMS COUNTY.

The schools of this county are reported as in a backward condition. The term of school is short, and qualified teachers scarce. No institute has ever been held in the county. The examiner proposes to make an effort to hold an institute this fall.

The school house is a two story four roomed frame, with capacity sufficient for about two hundred and fifty pupils. A well managed private school is now being taught by a gentleman recently from Ohio.

A good sized, attentive audience attended the evening address.

XII. FT. WAYNE, ALLEN COUNTY.

Spending a day in the public schools in Ft. Wayne we were able to observe and otherwise learn many facts, a few of which are presented below:

1. **THE NUMBER OF TEACHERS AND THEIR WAGES.**—The number of teachers is twenty-four besides the superintendent, five males, nineteen females. The highest wages paid female teachers are \$600 per annum, the lowest, \$360. The salary of the High School Principal is \$1100 per annum, of the Superintendent of the schools, \$1600.

2. **NUMBER OF PUPILS AND THEIR GRADES.**—The whole number of pupils enrolled for the current year is about 2050; and classified under the head of Primary, Secondary, Intermediate, Grammar and High. The course of study in the High School is extensive; including among other branches German, French, Latin, Greek, Chemistry, Intellectual Philosophy, also Drawing and Crayoning, and Instrumental Music.

The number of pupils reciting in some of these classes within the last quarter of the current year is as follows: Algebra, 60; Geometry, 13; Astronomy, 5; Chemistry, 6; German, 17; French, 4; Latin—lessons, 32; Cæsar, 20; Virgil, 14, Cicero, 5; Greek—lessons, 4, Testament, 5; Analysis, 5; Drawing and Crayoning, 20; Instrumental Music, 20.

3. **WRITTEN EXAMINATIONS.**—In our opinion, one of the strong points in these schools is their written examinations. All the classes in all the grades above the Primary are examined weekly, monthly, and annually. The weekly examination taking place on Friday, covers the work of the four preceding days, the monthly examination, the work of the preceding month, and the annual, the work of the year.

The weekly examinations are conducted by the teachers, and the papers inspected by the same, and afterwards filed with the superintendent. The monthly and annual examinations are conducted by the superintendent.

These papers, though sometimes prepared by comparatively young pupils are often surprisingly full, methodical and neat. Perhaps no exercise in the school does so much toward developing method and accuracy as do these examinations. And as to fullness and clearness in presentation of the subject, no other exercise can be compared with this.

As above stated, it is our opinion that these examinations, are one of the strong points in these schools. So strong are they that we should be pleased to see the method adopted by all the more advanced schools in the State. Teachers are respectfully solicited to consider this matter.

4. **MAP DRAWING.**—Map drawing is carried throughout the whole course of geographic instruction. Judging from the specimens seen, it is safe to hold that the work in this department is well done.

5. **WHISPERING.**—This bane of the school room is almost eradicated from these schools. During our passage through the schools, we saw but a single case of communication, and this was in the case of a very young pupil, and but for a moment. It is our opinion that these and other

schools conducted on the same principles, are beginning to prove the fact that schools can exist in the absence of whispering, that children can survive for an hour and a half without talking.

The above facts granted, many teachers should remodel their codes of discipline.

6. BUILDING AND APPARATUS.—The number of buildings is three, and contain respectively three, seven and thirteen rooms. The City Council has recently appropriated \$30,000 with which the Board of Trustees proposes to erect within the present year three additional buildings.

The chemical and philosophical apparatus is estimated to be worth \$935.

7. CONCLUSION.—While all, in anywise acquainted with school visitations, are well aware that one day's inspection is not sufficient to warrant absolute conclusions, concerning any school, however small, yet does perhaps warrant general or approximate conclusions. The conclusion reached concerning these schools, is that they are under superior discipline and management. This discipline and management, so far as could be determined, are apparent whether viewed through the work of the teachers, of the superintendent or of the Board. They appear to be the joint products of the three parties, Board, Superintendent and teachers. It is hoped and believed that these schools are entering upon a career of increased prosperity and usefulness.

XIII. HUNTINGTON, HUNTINGTON COUNTY.

The public schools in Huntington were kept open about nine months for the year just closing. The house is small and inferior, consisting of four rooms and furnishing accommodations for about two hundred and fifty pupils. The subject of a new building is under consideration.

The Examiner, Rev. Curran, informed us that nearly all the houses in the rural districts are supplied with globes, writing tablets, outline maps, and numeral frames, also Barnes & Rankins' improved desks. These are encouraging features.

The evening lecture was attended by a highly appreciative and attentive audience.

XIV. COLUMBIA CITY, WHITLEY COUNTY.

All the Township Trustees of the county, save two were present at the school officers' meeting. A large and attentive audience attended the evening address.

As yet, there is no public school house in this place, but measures are now being taken for the erection of a building this summer. It is intended to make this building sufficiently large to accommodate all the children of the town, thus superceding the necessity of smaller ward buildings. The Examiner, Mr. McDonald, is to superintend its erection.

Mr. McDonald is doing a large and efficient work in visiting the schools

of the county. He reports the educational interest as advancing in an encouraging degree. Especially in the way of buildings.

XV. WARSAW, KOSCIUSKO COUNTY.

Fourteen out of the twenty-two trustees of the county were present at the school officers' meeting. The school Examiner, Mr. Scott, has visited the most of the schools of the county this year. Schools are improving, but better teachers are needed.

The school house of Warsaw is a large three story building, not well arranged nor substantially built. The halls show that many pupils have "made their marks." It is presumed that these were not made under the administration of the present principal, Mr. A. H. Brown. Mr. B. is recently from Ohio, and gives evidence of scholarship and teaching ability.

XVI. PLYMOUTH, MARSHALL COUNTY.

Owing perhaps to the extreme inclemency of the weather, but few trustees were present. The school house of this place is a six roomed two story frame, situated in a beautiful grove of primitive forest trees. The halls of this house as of the one above named, show abundant signs of knives, pencils &c. The schools are now under the control of Mr. Luka, from Ohio.

By the addition of a small rate bill the public schools are kept open nine months in the year.

No institute has ever been held in this county. There is very considerable complaint concerning poor teachers and poor teaching throughout the county. The Examiner proposes to hold an institute this fall.

XVII. ROCHESTER, FULTON COUNTY.

A fair sized audience attended the evening lecture; and only two trustees the meeting of school officers. The school house is a four roomed two story frame, accommodating about two hundred and fifty pupils. The schools are not graded, but after counsel with the trustees, examiner and others it is believed the graded system will be introduced next year.

The Examiner, Mr. Schilling has visited the most of the schools of the county within the year, and otherwise labored actively to improve the schools. Much needs to be done in this county before the schools will have reached the grade of efficiency desired.

CONCLUSION.

In concluding this somewhat lengthened account, it seems proper to submit a few general facts and observations.

1. With the county last named closed the circuit of official visits to all the counties of the State save one. Several counties have, however, been visited twice, and a few three times. This early repetition of visits has

been owing to special demands in some of the departments, as in funds, institutes, building of school houses, &c.

2. Among the many encouraging facts clearly discovered are first, improved methods of teaching, also an increasing professional spirit among teachers. Underlying and sustaining these is a growing demand for better teachers, also in many localities a willingness to pay good wages for good work.

In this connection it may be stated as encouragement to teachers and as evidence of a healthy sentiment, that the number of applications to the office of Public Instruction for good teachers is, at this date, near four fold what it was two years ago. Almost every application emphasises the word good. Teachers, here is encouragement to prepare for your work. Daniel Webster said of the law, there is always room in the upper stories of the profession; the same may be said of teaching. Hence the obvious exhortation is, prepare, and so far as in you lieth, go up and occupy the upper stories.

Another encouraging fact is the number and style of school houses being built. These are several grades in advance of houses built but one or two years ago. The improvement is in size, convenience, tastefulness, and indeed in all the elements that go to make up a good school house. To be a little more specific, we may name places and prices of a few:

Fort Wayne will erect three houses this summer at an aggregate cost of \$30,000; Elkhart, Elkhart county, will commence a house at a cost of \$30,000; Kendalville, Noble County, is completing a house at a cost of about \$27,000; Laporte, Laporte County, is completing a house at a cost of near \$50,000; Shelbyville, Shelby County, is completing a house at a cost of about \$25,000, and Indianapolis has just completed two at about \$32,000 each, and is now erecting a third which is larger and at a slightly increased cost. Many other places are building smaller, but neat, substantial and commodious houses. Under the legislation of last winter, Indiana will, in two or three years yield a rich crop of superior school houses. Several other encouraging elements were discovered in these visits but are not given here.

3. And lastly, as short reports have within the last two years been given concerning nearly all the counties, these will not be repeated in our second series of visits. Statements will, however, be given of matters of marked or peculiar interest, but not of counties in regular order as heretofore. This remark is made that those who shall be omitted in our second visit, may not feel that they have been peculiarly neglected.

Under the law making it the duty of the Superintendent to visit each county once during each term of office, we shall commence our second circuit soon. Personally we shall feel gratified if we shall meet such cordiality and courtesy from officers and teachers as heretofore, and officially we shall feel more gratified if we shall receive the same evidence of the value of these visits to the great school interests of the State.

IN MEMORIAM.

It is our painful duty to record the death of another of Indiana's educators. Professor Benjamin T. Hoyt, of Asbury University, Greencastle, departed this life May 24th. (The disease was typhoid fever.) Thus another of our number is gone, another laborer has ceased his toils and entered we believe upon the Christian's rest. 'Tis sad to give our brothers up, but sweet to feel they rest in heaven. But we must not indulge in sentiment; he is gone—we are following after; his work is finished, ours yet to be finished.

Professor Hoyt was born in Boston, Mass., in 1821. He took his collegiate course in Wesleyan University, Middletown, Con., graduating in 1846. On graduating, he was elected Principal of the Middleburg High School; afterward, Principal of the Chelsea High School, and afterward, about 1852, he came to Indiana, and took charge of the Lawrenceburgh Male and Female Institute. This position he held until he was elected President of the Indiana Female College in Indianapolis, in the fall of 1856. This position he held until the summer of '58 when he was elected Professor of Latin in Asbury University. From this last chair he was elected to the chair of Belles Letters and History in the same Institution, which position he held at the time of his death. He was an accomplished, and efficient teacher, filling, so far as our information extends, all the places he held with ability and success. Though engaged in private institutions in Indiana, he interested himself in the public schools. He early became a member of the State Teachers' Association, and usually attended its meetings. In 1863 he was elected President of the Association, and on taking the chair at the following meeting, delivered an able and highly finished address. He also held the office of School Examiner of Putnam County, for several years.

In addition to these labors, he took upon himself the labors of a Sabbath School Superintendent. During most of his stay in Greencastle, he performed the duties of that position, and we are informed with great success and acceptance.

His funeral was attended by a large concourse of citizens, students, and Sabbath School pupils. The tears of students and Sabbath School pupils attested their respect and affection for the teacher and superintendent. The following resolutions of the students attest the same:

"WHEREAS, it has pleased our Heavenly Father to remove from our midst, by death, our beloved Professor, Benjamin T. Hoyt, therefore,

Resolved That in his death, the University has suffered the loss of an able and efficient instructor—a man who has during his connection with it, been a strong and active promoter of its interests.

Resolved, That, as students, we have been deprived of a preceptor, who, strict and precise in his requirements, was always earnestly interested in

the welfare of those under his care, seeking to make them good students and thorough scholars.

Resolved, That in him is lost a man whose moral character was unexceptionable, and whose Christian life was an example worthy of imitation by us all; he was a good man.

Resolved, That we tender to his bereaved family and friends, our deepest sympathy, assuring them that the affliction which has fallen so severely upon them, also touches our hearts with grief.

Resolved, That we will endeavor to profit by his moral and Christian life and follow his footsteps along the narrow way to the better land.

Resolved, That, in token of respect for the memory of our esteemed Professor, we will, for the remainder of the College term, wear a badge of mourning.

Resolved, That a copy of these resolutions be presented to his family, and that they be published in the Western Christian Advocate, Zon's Herald, and Asbury Review.

JOHN OVERMYER,	} Committees.
J. W. CULLY,	
SAMUEL REED DOWNEY,	

Professor Hoyt had long been a faithful and active member of the Methodist Church, and during his sickness gave satisfactory evidence that he was ready for his change. Thus he was successful in life's greatest work, namely, in a preparation for death.

In conclusion, our fervent prayer is that the writer and all his fellow teachers may be alike ready when their solemn change shall come.

SCHOOL HOUSES BEFORE COURT HOUSES.

The New Albany Ledger boasts that Floyd county has built a splendid court house, out of the tax levy of 1866, and indulges in many flat witticisms in reference to the court house in this city. We think comfortable school houses are of more public importance than pallatial court houses to magnify the importance of county offices. Floyd levied twice as much per voter as Marion, and spent \$75,000 in paying her county expenses, and building a splendid (?) court house; but for building school houses and paying the expenses of her common schools, she levied, all told, \$9,744. Marion built no court houses, but expended \$75,000 in erecting school houses, and will spend as much more this year in the same way. We prefer to spend our money on school houses.—*Indianapolis Daily Journal.*

WAYNE COUNTY INSTITUTE.—Wayne County has recently published a pamphlet of twelve pages, giving full and interesting minutes of the Institute held last fall.

ELKHART BOARD OF EDUCATION.—The school officers of Elkhart county recently met and organized a County Board of Education, of which Board Valois Butler, the Examiner, was chosen president.

J. G. LAIRD.—Mr. J. G. Laird will aid parties who may need his services in holding Institutes during the summer vacation. Mr. Laird has a large and successful experience in holding institutes, and will render valuable service. His address is Westville, Laporte county, Ind.

THE BOONE COUNTY INSTITUTE will commence on the 29th of July. D. E. Hunter of Bloomington will be present to assist.

SHELBYVILLE.—Shelbyville, Shelby county, is putting up a large and commodious school building, with accommodations for about seven hundred pupils, at a cost of about \$25,000. The house is to be ready for the fall schools. The former house was burned in the spring of '66. The present house speaks well for the enterprise of the Board and for the city.

LOUISVILLE, KY., is about to spend \$100,000 for school buildings.

THE AMERICAN INSTITUTE OF INSTRUCTION, holds its next session in Boston, Mass., July 31st and August 2d inclusive. Subjects to be discussed: School Discipline, its uses and methods; The Place of Natural History in a course of instruction; Reading—style and methods; Business Integrity—how best promoted by educators; The proportion in which Discipline and Knowledge should be made the ends of education.

THE OHIO STATE TEACHERS' ASSOCIATION, meets in Springfield July 1st.

FREE SCHOOLS IN ALABAMA.—At a recent convention in Alabama, the following was adopted.

"Resolved, That we are the friends and advocates of free speech, free press, free schools and the most liberal provision of the state for the education of the people thereof."

MINNESOTA has issued the first number of her educational journal under the title Minnesota Teacher. It comes in a neat dress, with a clear page, good type and better still, good matter. Wm. W. Papne editor, Mantonville.

PERSONAL.—H. S. McRae, formerly Examiner of Switzerland county and Superintendent of Vevay school, has resigned his position, and is now in this city engaged in the preparation of his series of Universal School Record for school officers and teachers. Letters may be addressed to him for the present, Indianapolis.

STATE NORMAL INSTITUTES.

For a full statement in regard to these Institutes see last month's JOURNAL. The following railroads have agreed to return members of the Institutes free: Indianapolis & Columbus Central; Indianapolis & Cincinnati; Terre Haute & Indianapolis; Evansville & Crawfordsville; Jeffersonville, including the Madison and the Rushville road.

Other roads have been applied to, but have not been, as yet, heard from. Every thing that can be done, will be done to make the expenses of attending these Normals as light as possible.

The committee have taken pains to secure the best instructors that the country affords, and feel confident that the instruction given will be thorough and practical.

Hear what the Hon. E. E. White says of Mr. Harvey, who is to spend a week at each of these institutes:

"I congratulate your committee on its good fortune in securing Mr. Harvey of Ohio, as one of the principal instructors in the State Normal Institute. He is one of the ablest professional lecturers in our State and his reputation as an educator is equally flattering. His course of instruction in your institutes will be *solid* and *practical*, and your teachers will always receive profit from his lectures."

Fraternally,

E. E. WHITE.

The other instructors are all tried, and will do good work. No one can attend one of these Normals without getting a great deal of good. Come and see.

W. A. BELL, Chairman Com.

To the teachers of Western Indiana:

It has been made my duty by the State Teachers' Association to hold one of the four State Normal Institutes at Terre Haute. This Institute will begin on the 29th of July and continue two weeks. In addition to the general provision for instructors as set forth in the last number of the JOURNAL I have engaged the services of Prof. Hewett, of the Normal University, Illinois; who will devote his whole time, in his masterly manner, to the subject of Geography and History. Also Prof. Bosworth, the eminently practical teacher of the Natural Sciences. Prof. Hancock, of Cincinnati, who is known all over this State as the man on the subject of Theory and Practice, will also be here. We do not propose in this Institute to take up your time in introducing new text books, or untried or imaginary methods of instruction. On the contrary, we expect to aim at perfecting ourselves in "old" things. We invite all the teachers to come, Terre Haute is a pleasant town to visit in the summer. The railroads will return you free. We will board you as cheap as we can.

Respectfully and obediently,

J. M. OLCOTT.

INSTITUTES.—Institutes in the following counties will open at the times designated, and continue in session five days each :

Brazil, Clay county, July 22d.

Lebanon, Boone county, July 29th.

Spencer, Owen county, August 12th.

Charleston, Clark county, August 19th.

Corydon, Harrison county, August 2d.

Alton, Crawford county, August 9th.

D. E. Hunter assists in each of the above named institutes.

TEACHER WANTED.—A Principal is wanted to take charge of the Vevay Public Schools, in Switzerland county, next year. Address, **ALFRED SHAW**, Trustee, Vevay, Ind.

THE INDIANA SCHOOL JOURNAL.

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GEORGE W. HOSS, Editor.

Number 8.

SELF CONTROL.

By CYRUS NUTT, D. D., President of State University.

CONTROL OF THE PASSIONS AND APPETITES.

Many gifted with the highest order of intellect, and who are by no means deficient in its control, utterly fail in the proper command of their tempers, passions, and appetites. Very diverse are the dispositions of different individuals in regard to the exhibition of impulsive anger, upon a sudden provocation. Some are exceedingly irritable and fly into a storm of passion upon the slightest occasion, and they are not select as to the objects on which they vent their displeasure, nor the terms and modes of their manifestation. Under the most trying circumstances, others are cool, betraying neither by word or act the least agitation. Such have an immense advantage over their more nervous and irascible competitors. "Every man owes it to himself to maintain perfect control over those feelings of indignation and resentment, which arise in view of injury received. These feelings require to be held in check with a firm and steady hand. Unrestrained, they trample upon all that is sacred, and subject reason, judgment, principle, the man himself, to their petty tyranny. They destroy character, influence, and shorten life itself."

The unfortunate man who has no control in this regard, whose passion bursts forth, lawless and ungovernable, at every provocation, is at the mercy of events. He is never his own master. He

is the city without walls or fortifications, exposed to every intruder. He knows not when the fit will take him; like one afflicted with the *Chorea*, or *St. Vitus' dance*, he must move in entire subjection to the fluctuation and caprices of those around him. Moreover, he puts himself in the power of his enemies, to be tortured at their pleasure. At any moment when they may desire amusement, or the gratification of their spite, they can, by placing in his way the proper annoyances, make him perform. Disagreeable to all, he is repulsive to his friends, and the sport of his enemies.

"These feelings are capable of control. By due care and self discipline they may be brought into subjection to reason and the will. But to do this requires effort, resolution, vigilance. It is the work of time. There is, however, no nobler conquest for any man to make, than the conquest of himself; none, perhaps, more difficult; none more seldom made. It is easier to subdue kingdoms and lead armies captive, than to subdue and hold in subjection one's own rebellious passions. Hence it is that 'he that is slow to anger is better than the mighty, and he who ruleth his own spirit than he who taketh a city.' For want of this control, many of the greatest men in the world's history, most distinguished for valor and brilliant achievements, have been really among the weakest of men—objects of compassion rather than envy to every sensible mind. The hero who wept that there were no more worlds to conquer, seems never to have learned that, within his own bosom, there lay a restless and turbulent kingdom, over which, with all his armies and all his prowess and valor, he had as yet attained no dominion." Had our gallant General Nelson but possessed self control, he would still have lived, honored among the bravest of the brave. Severe and fearful are the calamities frequently incurred by the uncontrolled impetuosity of temper.

The word is spoken, the blow is inflicted, in an unguarded moment, which causes years of regret and sorrow. An injury is done for which no tears can atone, a stain contracted, a crime committed, which may embitter life to its latest moment. When asked for his last advice by the Emperor of Rome, the aged counsellor, who had obtained permission to retire from public life, replied that, "when provoked to anger, he should not speak until he had deliberately repeated to himself the letters of the alphabet." Said the Emperor, "the wisdom of your answer proves that it would be unsafe

for me to dispense with your services; I must still retain you as my chief adviser."

It is by no means designed to teach that the feeling of anger should never arise. There are times when our disapprobation of wrong and vice should be prompt, decided, and unmistakeable. At such times to be silent is to assent, and we become in some degree partakers in the wrong. We should feel indignant at injury, whether done to ourselves or to others, but it should always be subject to reason. Some have immense skill and success in nursing their wrath, and cherishing feelings of resentment and revenge. "Be quick to hear, slow to speak, slow to wrath. Let not the sun go down upon thy wrath. Be ye angry and sin not." "Anger dwells only in the bosoms of fools."

It is appropriate here to present some considerations which will aid us in checking excess of anger. One source of the excess of anger is selfishness, by which our thoughts are wholly occupied with our own situation, the injury which we have received, and the author of it, so that we are incapable of estimating properly the facts or the motives of our supposed adversary's conduct. Could we turn our thoughts so far away from ourselves as to be able to examine impartially the circumstances of the proceeding considered so injurious to us, we would be ready to check the vehemence of anger, if not wholly extinguish it. Aristides, while sitting as judge, when one of the parties, in pleading his cause, began to speak of the injuries which his opponent had done to Aristides, checked him, saying, "tell us, rather, what injury he has done to thee." •

The malevolent passions are always painful. This is especially true of excessive anger. So that he who cherishes it, "taketh coals of fire in his bosom." So great is the pain attendant upon deliberate and protracted anger, that it is not uncommon to hear persons assert that they themselves have endured more suffering than the gratification of their passion has caused their opponents to suffer. Nature has wisely attached this penalty to anger, to remind men at the appropriate moment of the necessity of keeping it in due subjection.

No one can indulge in excessive anger without losing the respect of the community. The feelings of others, before in his favor, turn against him whenever he manifests undue hostility and bitterness toward another. It is natural to desire the good opinion of others, and the loss of that good opinion operates as a punishment,

and often a very severe one. If we would have peace in our own souls, and secure the esteem of society, we must control this department of our nature.

No one can indulge often in spasms of unreasonable anger without a sense of self-degradation. After the storm is over, and the excitement subsides, there follows the feeling of humiliation, and we are ashamed of ourselves, and that we are justly deserving of contempt from the want of ability to control ourselves.

The reaction, after the excitement, is exceedingly painful, and conscience goads us with her sharpest stings. The sweet smile of a calm, benevolent temper, is like the radiance of the bright vernal morning, but the frown of anger fills us with dread or disgust; but we look with increased honor and respect upon one who successfully resists its approaches, and is calm and forbearing amid insult and injury.

In the moments of excited passion we are not capable of judging accurately the actions of others. It is temporary madness, which so distorts and changes everything, that the enraged man vents his anger upon those who are perfectly innocent of any offense, and he is sometimes found taking vengeance with blows upon inanimate objects. The boy will beat with clubs the stone which has injured his foot and over which he has stumbled; and the savage will tear from the wound the arrow with which he was pierced, breaking it in pieces and crushing it with his teeth. Socrates said to his servant who had proved delinquent, "I would beat thee if I were not angry." This is an additional reason for the most strenuous efforts to control this passion. Another reason why we should control the impetuosity of anger is that we may be mistaken in regard to the motive of the person whom we imagine to have injured us. Perhaps the oversight or crime which we allege against him, instead of being premeditated or intentional, was a mere inadvertance. It is even possible that his intentions were favorable to us, instead of being, as we suppose, of a contrary character. And if it were otherwise, if the wrong done us were an intentional one, it is still possible that the hostile disposition may have originated from serious misconceptions with regard to our own character and conduct. Obviously the best way is to correct these misconceptions, and thus secure safety for the future, and, in all probability, recompense for the past.

Besides we have all greatly offended against the Supreme Being, our greatest benefactor, and stand in need of pardon from Him. Were we ourselves without sin, if we could boast of perfect purity of character, there might be some degree of reasonableness in our exacting from others the full amount of what is due to perfect and inflexible rectitude. What would be our condition if God should speedily execute justice upon us, and exact of us the measure which we demand of our neighbors. "With what measure you mete, it shall be measured to you again." If we hope to be forgiven, we must forgive. "To err is human, but it is God-like to forgive," is the remark of a heathen philosopher. What a humiliating spectacle does that pompous mortal present before angels and men, who talks largely of satisfaction and revenge, when he himself is every moment dependent upon the forbearance and clemency of that Being against whom he has so often sinned, and whose wrath he has so justly provoked. To say I can not control my passions is no excuse. It is not true. Every one, who has not already sinned so long by indulgence, that habit holds him bound in chains of iron, can, if he will, using the help which God has given him, control his passions and rule his own spirit. This plea of necessity is most wicked, because it charges our crimes upon God, who has so created us that this necessity of sin is entailed upon us. Then it is God who is guilty of all the crimes of the world. The example of thousands prove that it is possible, and man's responsibility to God and his fellow men, proclaims this to be the law of our being.

THE DISCIPLINE OF SCHOOLS; THE ROD.

[The following able article, written by Hon. E. D. MANSFIELD, of Ohio, we take from the Ohio Educational Monthly.]

There are intellectual epidemics in the world. Sometimes they are general, and, like the cholera, go into all countries. Sometimes they are local, and confined to one country. Just now there is an ideal epidemic in our country against whipping in schools. Some clergyman in New York beat his child to death; some furious woman in Chicago cruelly bruised her child; and several teachers have beaten children at school more than they ought; and one or

two judges, when these teachers have been called before them, have pronounced this whipping a barbarous affair, which the law ought not to suffer—and to make sure that it should not, decided the teachers had no right to whip, which is contrary to law. The law, as it heretofore existed and been administered, allows the parent and the teacher to punish with the rod in a moderate way. Of course the law does not allow cruelty. It would be an unreasonable law if it did. But it allows, as a principle, the parent, or teacher, to use his discretion in the discipline, by which he enforces obedience to his prescribed rules of conduct. The teacher, in the language of the law, stands in *loco parentis*, and the law can not and ought not to say that a parent shall not punish his child as he pleases, unless this punishment endangers life or health, in which case it becomes a crime. A discretion—a discretion which may, it is true, be abused—is allowed the teacher as to what kind of, and to what extent, punishment should be employed. The simple fact that it is a discretionary power, makes it difficult to use it judiciously. The degree of tempers, judgment and opinion among teachers is as great as among parents, except there are none not in some degree educated. There are, perhaps, thirty thousand teachers in Ohio, and can it be supposed that these teachers are so perfect that there are none of bad tempers or of little judgment? This is not supposable. But when we look over the State of Ohio, and see how few complaints are made against teachers, and how seldom they are summoned to appear before the law, we are compelled to believe that the teachers are rather to be admired, as a body, for humane and judicious treatment of pupils, than to be condemned for unnecessary and cruel severity. On the contrary, if this were the only test of their discipline, we should be afraid that they fell short of rather than exceeded their just powers of government. But, after all, these specific instances of maltreatment are no test whatever of this mode of discipline. "One swallow," says the proverb, "does not make a summer." Isolated instances among thousands of teachers, of unusual cruelty in the punishment of children, prove nothing. More, by far, may be found among parents, whom no one would think of prohibiting this natural power. If we would form some correct opinions of the question of physical discipline, we must go back to the first principles, and discuss it *ab origine*. What is the nature of the child? And what is the province of the teacher? In the first place, we observe that

learning—knowledge, knowledge of things—is not the sole object of teaching. It is scarcely half of it. One of the great objects of teaching is discipline. If the child in school never learned one fact or principle in knowledge, would it have been idly employed if it had acquired a discipline of mind, and heart, and body? If it brought its body to regular habits, its mind to think, its heart to feel right emotions, would not the greatest object of education be accomplished? How long, after such a discipline, would it take to acquire the knowledge obtained in all our common schools? Not a tenth part of the time usually taken. Hence, discipline is, after all the great thing for us to achieve in school. This is the great thing achieved at West Point. But if we look at what is said and written of our public schools, we should think the public mind had lost sight of discipline altogether. The idea of liberty has, by necessity, been so much talked about, that men have got a sort of undefined notion that we must relax the law; that all restraint is an infringement on liberty; that it is degrading to punish children; and that the teacher who uses the rod to enforce obedience is a tyrant, who degrades his pupil and abuses his trust. Now, there is nothing more certain in the constitution of society than that law is necessary to liberty, and that the enforcement of law is necessary to maintain it. We say, without assuming the office of prophet, that our country stands in danger this day from no one cause so much as the want of discipline by parents and teachers, and the want of respect for law. We are now thirty-seven millions of people—and *ten millions of them are or ought to be in the schools*. Just think of it; ten millions in the schools, and two hundred thousand teachers! Now, suppose this whole generation of boys and girls growing up without discipline, because teachers must not punish, and parents will not degrade the sovereigns of America by discipline! What will they come to? Where will this country be when its youth have learned no discipline for themselves, have no respect for law, and pay no veneration to age? All the laws of our human nature must be reversed, if this country does not come to ruin, when such is the education of our youth. No man need say there is no danger of this, when judges of our courts tell the teacher he must not use the only mode of punishment which, in some cases, is possible, and tell the boys that they can enforce the law against the discipline of the teacher. If this were really done throughout the State, the schools must be broken up. That would

be inevitable. But, happily, by tradition, by their own education, by their common sense, and by their natural desire for the welfare of their children, most parents see and repudiate this extreme humanitarian view of physical punishments; and when they know, as generally they do, that the teacher is acting, to the best of his judgment, for the good of the children, they will sustain and strengthen his hands. We thus have the help of nature itself to maintain discipline against ultra opinion.

But are not teachers to blame sometimes in setting before pupils too much the fair side of things? Exciting the hopes of ambition too much in one direction, and the fears of failure too little in another? It is the commonest thing for speakers at school exhibitions, as well as teachers themselves, to tell the boys that any one of them may be President of the United States; but they fail to tell them that the chances are a hundred times greater that any one of them may be hung for want of early discipline in truth and obedience. Yet the last is strictly true. Hope is, indeed, the great impulsive motive of the mind; but if the mind may be swayed healthily and nobly by its attractions, is it not also true that it may be repelled from awful evil by the fear of its terrible retributions? Is human life so wholly invested in roseate hues, that we dare tell the youth, adventuring in its morning, that those hues are never darkened—that morning is never clouded? Alas! clouds and darkness rest upon it; and we should teach these boys and girls, before we teach them any knowledge, that—that they can escape the dangers of the storm only by the love of holy truth and obedience to all just authority. This is discipline of the heart, which, above all culture, gives also the true discipline of the mind.

But how is *obedience* to be secured? This brings us to what is called, the practical, every-day discipline of the school. And here comes in the epidemic opinion of philanthropists (*who is a philanthropist?*) that we should not use the *rod*, lest we should degrade these precious bodies, or blunt the sensibilities of some aspiring boy. Now we say plumply, that this sort of sentimentality is downright humbug of the worst kind. It is humbug, because there is nothing particularly precious or dignified in our skins; and of the worst kind, because it seeks to destroy the discipline of the schools, where, of all places, discipline is most needed. The degradation of whipping does not consist in its being put on the body, but that it is *punishment*. Punishment is degrading. It must be, and it ought

to be. How can you escape from punishment in discipline? You can not, and these pseudo-philanthropists don't pretend to. They only say, you must punish in some other way. *What way is more efficient?* Here comes in the *discretion* of the teacher. For it depends on the age of the pupil, in some measure on his temperament, and on the circumstances of the case, whether the rod is really the best mode of punishment. In general, the youngest children are the most amenable to the rod; for they have the least reason. We use *animal* punishments (as we should define them) where the reason, which makes man intelligent and superior to mere animals, is not developed. We heard an aged and intelligent lady say that when a child is old enough to show a temper, it is old enough to be whipped. This will be called by the sentimentalists, cruel; but never was anything said more true. It is the failure of mothers to begin the discipline of children early, that gives teachers, society, the world, such infinite trouble afterwards. The same thing may be said of the smallest children in schools. Children begin to come to school at five years of age, and from that to ten they are little sensible to any other motives than those which affect their bodily feelings. They can not reason clearly on moral considerations, and they are too young for much ambition. Hence, we see parents and teachers also invent many sorts of minor punishments; but almost the whole of them appeal to the bodily sensations. The parent puts the child in a dark closet, or sends it to bed without supper, or whips it if he thinks that best. The end is the same, and that end will remain, whatever variation there may be in the punishment. Teachers have not so many resources as in a household; and for young children a good whipping is the quickest, cheapest, and oftentimes the very best mode of punishment. It is no more likely to fail than any other kind of punishment; and yet we admit at once, that there may be boys to whom such a punishment is not suitable. This is particularly the case with the older boys. We once saw a teacher, when we went to school, tie up a boy to a post in the room, and give him a cowhiding. It did no good, but, on the contrary, it did harm. The boy was of a cold, obstinate temperament, and his sensibilities were blunted by his own bad conduct and repeated whippings. In such a case, the boy ought either to be discharged at once, or only moral influences affecting the heart be used. He was in a condition in which only absolute conversion of the heart would do any good. But the teacher was not

the man to see this, nor the man to use the kindly influences of the friend, if he had seen it.

We do not affirm that universal whipping is necessary—we do not affirm that the body is the best avenue to the mind; but we do affirm two fundamental principles of education. We affirm that **DISCIPLINE** is the first and greatest element of education. It is to education what delivery, as described by Demosthenes, is to the orator. Delivery—delivery—delivery! is the essential element of oratory, and so is discipline—discipline—discipline to education. We affirm again, that to the success of discipline, it is essential that the teacher be allowed a discretion in his modes of punishment. We do not believe any teacher, who is fit to be a teacher on earth, ever whipped children because he wanted to; for to none but an unnatural being, could whipping children be a pleasure. But we say there is nothing in our modern experience to reverse the doctrine of the ancients, that “he who spareth the rod, spoileth the child.” We look for that better time, when human nature will be softened by the dews of heavenly grace, and human punishments cease, because no longer needed; but till then, we shall be incredulous of any system which professes to do without the discipline of the body, the mind, or the heart.

“ENGLISH COMPOSITION AND EXTEMPORE SPEAKING SHALL BE TAUGHT AS A DAILY EXERCISE.”

The above recited rule is copied from the “School Regulations” adopted by the Trustees and Examiners of Jasper county, Indiana.

Our teachers ask, how? This question I will briefly answer. The plan is for an ungraded county school:

1. Analysis of Composit'n	a Qualifications	Teachers	1. Know rules for use of Capitals.
			2. “ “ Spelling.
			3. “ “ Syntax.
	b Materials	Pupils	4. “ “ Punctuat'n
			1. Ability to write with a pen.
			2. A willingness to learn.
	c Subjects taught.		3. Earnestness.
			{ Paper of uniform size.
			{ A supply of No. 4 cards.
			1. Natural expression.
			2. Correct thought.
			3. Artistic beauty.

I record the names of all those pupils who are able "to make letters with a pen." I then request them to sign their names, in their own handwriting, to the following statement:

"We, the subscribers, pupils of John Doe, teacher in district No. 1, of Jordan township, Jasper county, Indiana, do hereby consent to be members of the Composition Class in said school for the current term. We will earnestly and faithfully follow the instructions of our teacher. We will not be angry when criticised in class.

"RICHARD ROE, et al."

I then divide the class into two divisions, A and B. Then number the pupils in each division with the Roman characters, i., ii., etc. I then take a sufficient number of No. 4 cards—say two hundred—and on each card write a theme. These cards I keep in my possession, only as they are used by the class. I then distribute one card to each member of the class. The pupils of division A present compositions written about the themes on their cards on Monday. The pupils of division B act as critics. Other cards are distributed and those used are taken up. The pupils of division B present their essays on Tuesday, and division A is audience. On Friday I have a general review. When the compositions have been read and sufficiently commented upon, they are neatly folded and endorsed with the letter of the division, pupil and No. of essay. Thus, pupil No. i. of division A, would endorse his first essay "A, i., 1," with pupil's name and the subject. The essays are then filed away and kept until the close of the term. At the close of the term, the record of the class is read and placed on file. The essays are delivered to the authors.

In teaching I keep one of the following subjects before the class at a time: capitals, spelling, syntax, punctuation, beauty, correctness, giving the pupils every opportunity to explain. I have thus endeavored to unite thought with talking, reading, and writing.

Reading fills the mind; speaking gives readiness; writing secures correctness, but thinking alone achieves greatness. *

[If we understand the author with reference to the disposition of the composition after its reading, we respectfully submit that a careful correction of such errors as the pupil is capable of comprehending, and a presentation to the pupil of these corrections would be more valuable than the filing of the essay until the close of the term. Additional, a re-writing of the composition, and incorporat-

ing all corrections, will often be found valuable. If we have not understood the author, we beg pardon for having offered ill-timed remarks.—Ed.]

THE CARONDELET PASSING VICKSBURG.

BY A TEACHER.

Darkness o'er the world was set;
Darkness, gloomy, weird, and wet,
Wrapped the brave Carondelet.
 Cannon ranging far and wide
 From the city's mailed side,
 Guarded well the tempting tide.

True to guide her down the flood,
Shielded not by steel or wood,
On the deck her Captain stood.
 'Silent as the lynx's tread,
 Silent as the sleeping dead,
 Down the seething tide she sped.

Look! a rocket darts on high!
Lurid lightnings fill the sky!
Groaning thunders round her fly!
 Had that hill volcano been
 Greater flame and thunder then
 Had not roused its glade and glen.

On the good ship's steel and oak
Harmless fell the thunder stroke,
Which from out the hill side broke.
 'Round her Captain plunging shot
 Came in myriads fierce and hot,
 Yet he dared them, swerving not.

'Round him, bursting, shell on shell,
With its stench of death and hell,
Hissing, screaming, howling fell.
 Tied not to handrail or to mast,
 By his firm will stood he fast
 Till the danger all was past.

For Captain then, and good ship, too,
 Such shout sent up that loyal crew
 As woke the circling shores anew.
 Wrapped in treason's sable net,
 On time's swift stream by foes beset,
 Our Country's a Carondelet.

On her good sides, crash on crash,
 With volcanic roar and flash,
 Treason's black bolts madly dash.
 Knowing well the hidden sands,
 Firmly giving his commands,
 On her broad deck Freedom stands.

Bursting shell and plunging shot
 Fall around him fierce and hot,
 Yet he stands there, swerving not.
 True, ye freemen, though they pour
 Shot and shell from either shore
 Till the hatches spout with gore;

For the victor's shout will come;
 Let it cheer the slave's drear home;
 Let it fill creation's dome;
 Let it reach the circling pole;
 Let it o'er the tropics roll,
 E'er to cheer the drooping soul.

Let it quicken heroes' bones,
 Till shall cease oppressed one's groans
 With the fall of tyrant thrones.
 Freemen, raise that shout on high!
 Or where death-shrieks rend the sky,
 Fighting, daring, hoping, die!

BLACK BOARDS.

Knowing something of the disadvantages that many teachers, (especially in the rural districts,) labor under, on account of a deficiency of black boards, I was pleased to find some valuable suggestions on this subject in the last number of the Journal. And as I have had some experience in ordering and making black boards for my own use, I will give the results of the same and add some further suggestions.

During the last five years I have been using nearly the same receipt as

given in the Journal of last month, and can recommend it as being cheap, durable and in every way working well. The ingredients are easily obtained and can be mixed and put on by any common laborer or by the teacher himself. I have painted thirty square feet of board during a morning recess and had my class use it during the next recitation.

I take one gallon alcohol and put into it one pound gum shellac and let it stand about sixteen hours, then put in one ounce lampblack and two ounces chrome green. The last two ingredients must be used dry and should be well pulverized before putting them in. I apply this mixture in the same way as described in the July number of the Journal.

As to the *place* for the black board, I would say, let it be all around the room except the spaces occupied by the doors and windows. There is no danger of having too much black board, and less than an average of five square feet to each pupil is too little. What may seem to be a surplus will generally be found of great use in drawing maps and pictures for the purpose of illustrating different subjects, and it is frequently desirable that those drawings should remain on the board several days or weeks, and hence a greater amount of board is needed, than that which would be used in any one day.

And now, as the cost of a good black board is so trifling, and as an energetic teacher can readily make one for himself, there is no good reason why every school should not be well supplied in this particular.

T. C.

School Officers' Department.

SCHOOL LAWS.

I would hereby announce to Examiners, that the deficit in the laws sent some time since will soon be supplied. The former instalment was sent before all could be printed, consequently no county received its quota. The remainder will be sent soon, directed to the care of the County Clerks. Examiners will therefore call on the Clerks for copies yet due them.

SUP'T PUB. INSTRUCTION.

PUBLIC DOCUMENTS FOR TOWNSHIP LIBRARIES.

The law provides that one copy of the House Journal, one copy of the Senate Journal, one copy of Documentary Journals, and one copy of the Acts of the General Assembly shall go into each Township Library. These are transmitted, by the Secretary of State, to the County Clerks. Examiners or Trustees will therefore call and obtain those and place them, or cause them to be placed, in the Libraries as the law directs. See School Law, section 129; also, 1 Gavin & Hord, page 412, section 1.

SUP'T PUB. INSTRUCTION.

SCHOOL REGULATIONS OF JASPER COUNTY, INDIANA.

MOTTO.—"THE GREATEST GOOD TO THE GREATEST NUMBER."

Object.—To Secure Friendship and Good Order by Inspiring a Love for the True and Beautiful, and that which is of Good Report.

1. The Winter Term shall begin on or about the third Monday in November.
2. There shall be a vacation from Christmas to New Year's day, inclusive.
3. The school week shall close on Friday, at 4 P. M.
4. The school day shall begin at 9 A. M. and close at 4 P. M.

5. The school house shall not be used for private school unless by written contract with the Trustees.

6. English Composition and Extempore Speaking shall be taught as a daily exercise.

7. The Order of Daily Exercises shall give a fair and just proportion of time to each pupil who complies with these regulations.

8. The following TEXT BOOKS are adopted until further notice:

Orthography—Webster and McGuffey.

Writing—Rider's Copy Books.

Reading—McGuffey's New Series.

Arithmetic—Ray's 3d Part, and new Mental.

Geography—Monteith's.

Grammar—Pinneo's Analytical.

History—Willard's United States.

Physiology—Cutter.

II. TRUSTEE.

The Trustee shall provide schools with suitable desks, black boards, apparatus and Record-books, and will employ a teacher only on presentation of a valid license extending over the entire time of the term. The Teacher's contract with the Trustee shall be in writing.

III. PARENTS.

Parents will furnish the pupils with books, paper, pen, ink, slates and pencils on written request of the Teacher; visit the school at least once each term, and encourage home study.

* * * * *

V. PUPILS.

Each pupil shall own a slate and pencil; in addition to study and class books; obey promptly all reasonable requests of his teacher, and support and sustain these School Regulations as explained by the Teacher, Trustee and School Examiner.

VI. DIRECTOR.

The Director shall visit the school at least once each month; provide necessities for making the school room comfortable; have the care of the school house and apparatus, keeping the school room door locked and the windows barred in vacation.

VII. SCHOOL EXAMINER.

It shall be the duty of the School Examiner to notify the Trustee and Director of the day he will visit the school, and they shall, if practicable, attend him in his visit. The Teacher shall not depart from the usual Order

of Exercises on the occasion of such visit, unless by request of the Examiner.

VIII. GOVERNMENT OF SCHOOL.

REQUISITIONS.

1. Regular attendance.
2. Promptitude.
3. Decorum.
4. Good nature.

PROHIBITIONS.

1. Unnecessary noise.
2. Immorality.
3. Communication.
4. Idleness.

IX.

A copy of these regulations shall be preserved as part of the property of each district, and may be amended by a majority of the Trustees, at any time, with the approval of the School Examiner.

X.

We approve and adopt the above Regulations, and will use our best efforts to sustain and enforce them.

[Signed by the Examiner and Trustees.]

Editorial---Miscellany.

UNIVERSITIES, COLLEGES, ACADEMIES, &c., IN INDIANA

From catalogues and other sources we gather the following facts concerning the following institutions:

STATE UNIVERSITY, LOCATED IN BLOOMINGTON.

Rev. Cyrus Nutt, D. D., President. The Legislature, at its last session, made an annual appropriation of \$8,000. The Board of Trustees at once decided upon enlarging the sphere of the University. In conformity with this purpose, the Board, at its last meeting, reorganized the Law Department, providing for two Professors at a salary of \$800 each. They created another chair of ancient languages, thus providing a professor for each of the ancient languages, instead of one for the two, as heretofore. They also resolved on opening a Normal Department. This department is, for the present, to be operated by one professor only, and consequently will, in capacity, be somewhat limited in its sphere. (Parenthetically we may remark, in answer to fears expressed by some, it will in no wise interfere with the State Normal School at Terre Haute. There is work enough for both.) The Board also appointed a committee to prepare and report a plan for an Agricultural Department. They also opened the University to females. Females can, from this day forward, enter the regular classes, take the regular course, and receive the regular degree. They raised the salaries of the Professors from \$1,200 to \$1,600 each, and the salary of the President from \$1,400 to \$1,900.

Tuition in the Literary and Normal Departments is free, save a janitor or accidental fee of \$3 per term.

Thus we have facts that indicate larger and more liberal things for the University in the future. It is hoped that such will be realized to the fullest measure. To this end, let the friends of education and the citizens of the State generally, remember that the University is an integral part of the State's great educational system, and consequently deserves consideration and encouragement.

From the catalogue we learn the following:

NUMBER OF STUDENTS.—Seniors, 8; Juniors, 4; Sophomores, 22; Fresh-

men, 61; all others, 196; in law, 17, deducting 19 counted twice—total 298. Number of Faculty, including law Professor, 7.

Next term opens September 17.

N. W. C. UNIVERSITY, INDIANAPOLIS.

Rev. A. R. Benton, A. M., President. The salaries of the Professors were raised, at the last meeting of the Board of Trustees, from \$900 to \$1,200, and the President's, at a former meeting, to \$1,500.

The catalogue shows the following:

STUDENTS.—Seniors, 8; Juniors, 17; Sophomores, 6; Freshmen, 26; Irregulars, 45; Preparatories, 77; in English Department, 73—Total 253.

Tuition fee, per term, \$10 50; Matriculation fee, per annum, \$5, graduation fee, \$5; German and French without extra charges.

This institution is open to both sexes. Number of Faculty, 5. Next term opens September 18.

WABASH COLLEGE, CRAWFORDSVILLE.

Rev. Joseph T. Tuttle, D. D., President. The catalogue gives the following:

Seniors, 11; Juniors, 12; Sophomores, 14; Freshmen, 35; Preparatories, 60; English, 52—Total 184.

LIBRARIES.—College, 6,000 volumes; Calliopean, 2,000 volumes; Lyceum, 2,000 volumes.

Tuition, in college class, \$10 per term; in Preparatory, \$8; incidental fees, \$2 per term.

Number of Faculty, 7. Institution is under the patronage of the New School Presbyterian Church.

Next term opens September 10.

ASBURY UNIVERSITY, GREENCASTLE.

Rev. Thomas Bowman, D. D., President. We regret that we have no catalogue of this institution. From reliable sources, however, we learn the following:

Salaries of Professors advanced to \$1,600, of President to \$2,000; institution opened to females; Committee appointed to devise ways and means for a new building, and authorized to commence a new building whenever \$30,000 shall have been secured for the purpose. Number of graduates, 23; whole number in attendance within the year, 368.

This institution is under the patronage of the four Methodist Conferences of Indiana.

HEALHAM COLLEGE, RICHMOND.

Barnabas C. Hohls, A. M. President. From the catalogue we obtain the following:

Classical Course—Seniors, 1; Juniors, 5; Sophomores, 6; Freshmen, 22. Scientific Course—Seniors, 4; "Middle Class," 9; Freshmen, 17; Irregulars, 13; Preparatories, 180.—Total, 257.

This institution admits both sexes. There are two literary societies. All students are required to recite Scripture lessons twice a week.

Tuition and boarding, &c., in the institution, \$100 per term of twenty weeks in college classes; \$90 in preparatory classes.

Next term opens October 16.

BROOKVILLE COLLEGE, BROOKVILLE.

Rev. J. H. Martin, A. M., President. From the catalogue we learn the following:

STUDENTS.—Seniors, 4; Collegiate Department, 63, Academic, 48; Preparatory, 37; Musical, 26; Modern Languages, 6. Deducting the number counted twice, the total is 154.

There is a Normal Department in this institution. The course of study is the same as that prescribed by the State Board of Education for applicants for State Certificates. We heartily approve of this action on the part of President Martin. By this means his normal pupils will, in all probability, be able, as soon as they have taught the prescribed time, to obtain State certificates. Other schools having Normal classes would do well to consider the same.

Among the rules of the college we find, under the head of "prohibitions," the following: "The use of Tobacco in or about the college." "Marking, cutting, or in any way abusing the building or furniture.

This institution is under the patronage of the South-Eastern Indiana Conference, (Methodist,) and is open to both sexes.

Number of Faculty, 8; next term opens September 2.

INDIANA FEMALE COLLEGE, INDIANAPOLIS.

W. H. DeMotte, A. M., President. Catalogue gives the following:

Senior Class, 13; Junior, 18; Sophomore, 59; Freshman, 19; Preparatory, 78; Primary, 70; Music only, 6; Painting only, 7.—Total, 270.

Tuition and boarding per term of twenty weeks, \$112 50.

A new feature is the proposed organization of a "Sunday School Normal Class," for the purpose of preparing teachers for the Sunday schools. This is a move in the right direction. It is a matter of surprise that we all have been so slow to transfer the improved methods of teaching in the day school to the Sabbath school. This is one of the imperative needs of the hour, and we heartily commend Professor DeMotte for his effort to meet this need.

This institution is under the patronage of the four Methodist Conferences.

Number of Teachers, 12. Next session opens September 3.

ROCKFORD COLLEGIATE INSTITUTE, ROCKFORD.

Rev. O. H. Smith, A. M., President. The catalogue gives the classes as follows:

Collegiate Department, 13; Classical, 1; Academic, 101; Preparatory, 57; Music class, 25.—Total, 197.

This institution is open to both sexes. Tuition ranges from \$6 to \$10 per quarter.

There are two literary societies. Number of teachers, 4. Next term opens September 2.

CITY ACADEMY, INDIANAPOLIS.

Thos. Charles, A. M., and Wm. Mendenhall, B. S., Principals. The catalogue gives the following:

Students in the Collegiate Department, 7; in Academic, 68; in Preparatory, 85; in Primary, 38; in Normal Class, 5.—Total, 203.

Tuition from \$7 to \$13, per term of ten weeks. Number of teachers, 5. Next term opens September 2.

We should have been pleased to notice several other institutions of this grade, but no catalogues being sent we have not the requisite data.

GRADUATION IN THE FT. WAYNE SCHOOLS.

From the *Ft. Wayne Daily Gazette* we learn the following:

At the close of the school year, in June last, seven pupils were graduated by the Fort Wayne High School. The *Gazette* represents the occasion as one of great interest. Each member of the class read a graduating address. The following poem read by Miss Isabel Nash is, in our judgment, so good as to merit a place in our columns. The *Gazette* pays it a high compliment, calling it "a beautiful and graceful production, worthy of poets of much older and greater fame than [that of] Miss Nash."

POEM.—CLASSES OF '66 AND '67.

BY ISABEL NASH.

There was one we called "Sunshine," her smile was so bright,
Her good morning so cheery—a sunbeam outright—
May smiles and good mornings as truly sincere,
Greet ever her vision and fall on her ear!

One thought herself lary—we laugh in our sleeve—
Her lesson was learned at a glance, we believe,
In smoothest of language, with almost no pains,
She rendered in English Virgilian strains.

Let's see—there's our artist, so stately and tall,
Who plans drew for schoolroom, for parlor and hall;

And now her blendings of light and of shade,
 Scarce a hand can control, so finely they're made.

In one we might say, from her dark Southern eye,
 Dwells the langour that's felt 'neath a tropical sky,
 Yet o'er her no ease-loving genius presides,
 Since a scholar we find her, while scholars she guides.

•

The "Granite State" bade us its daughters to greet,
 Twin-sisters well worthy the welcome they meet,
 And of no panegyric from us they're in need,
 For knowing their birth-place you know they'll succeed.

Old Time has rolled on—laughing June laughs again—
 A year has divided the *now* and the *then*,
 We were seven when the last year's roses were bright,
 And seven again do we number to-night.

Lest our own mother tongue should expressionless sound,
 To one who salutes us in a language profound,
Latine tributum hoc dabo ad te;
Oratio est bono, et dicit ad ea.

To him who essays latent force to disclose,
 A boundless extent to be searched Nature shows;
 Above and below and around, everywhere,
 As vast as the "limitless realms of the air."

We think that due praise you all will bestow,
 And marvel that one, who scarce five years ago,
 Teutonic and no other language could speak,
 Now renders in English both Latin and Greek.

Of another, beholding her reverent air,
 Her brow sweetly mournful, her eye looking prayer,
 We exclaim, "It is well! Thou chocest aright,
 When thou took'st for thy theme, the words 'Let there be light.'"

There's one that I know—I but feebly extol—
 The tenderest "vale" would "dicto" to all,
 For at the same desk we've sat daily for months,
 Firm friends, bound by love and by labor at once.

With fresh, peaceful hope in her countenance expressed,
 And hair calmly gold, like a sunbeam at rest,
 Comes yet still another, the parting to swell,
 With sad, graceful numbers, a lyric farewell.

We were seven when the last year's roses were bright,
 And seven again do we number to-night,
 And though of two years two classes there be,
 Yet still they will ever be one class to me.

And when Age shall have changed into Winter our June,
 And twilight reminds us it's no longer noon,
 May a perfume of memories so fresh then be shed
 That we doubt if our roses be living or dead.

LL. D. WORTHILY CONFERRED.—At the recent commencement, at Wabash College, the title of L. L. D. was conferred on Governor Conrad Baker. This degree was worthily conferred. It were devoutly to be wished that all who wear LL. D. or D. D. so fully merited their titles.

ALCOHOL.—The National Division of the Sons of Temperance, at its recent meeting in Wilmington, Delaware, passed the following resolution concerning alcoholic drinks:

Resolved, That the National Division do respectfully urge upon the attention of authors and publishers the great demand and necessity of books adapted to our Common Schools, which shall teach the physiological effects of alcoholic drinks as a beverage, and which shall expose their injurious effects as a medicine."

PLEASANT BOND.—Pleasant Bond has recently been elected to the principalship of one of the public schools in Toledo, Ohio, at a salary of \$1,250. Mr. B. has been Examiner of Marion county for the last two years, in which position he has done good work, and we predict that he will do an equally good work in his new position. While we regret to lose him from Indiana, we commend him to the profession in Ohio.

INSTITUTES.—The Tipton County Institute will be held at Tipton, commencing August 5th and continuing one week.

The Jackson County Institute will be held at Seymour, commencing August 5th.

The Carroll County Institute will be held at Delphi, commencing August 12th and continuing two weeks. A. C. Shortridge, of Indianapolis, will assist during the first week.

The Knox County Institute will open August 19th, and continue in session one week.

The Putnam County Institute will be held in Greencastle, opening September 2d.

CORRECTION.—The Institute at Corydon, Harrison county, opens September 2d, instead of August 2d; also, the Institute at Alton, Crawford county, opens September 9th, instead of August 9th, as stated last number of the Journal.

CHANGES.—Hamilton S. McRea has been elected to the Superintendency of the Muncie Schools, Delaware county.

J. S. Rippetoe has been elected to the Superintendency of the Connersville Schools, Fayette county.

James Hall has resigned the Superintendency of the Greensburg Schools, in Decatur County.

PUBLIC SCHOOLS OF INDIANAPOLIS.

From the Superintendent of the Indianapolis Schools, A. C. Shortridge, we obtain the following facts:

"The schools opened September 17, 1866, and continued in session thirty-nine weeks.

Average number of teachers for the year.....	40
Number of teachers at the close of the year.....	51
Number of different pupils registered, not including those of the night schools, (boys 2,142; girls 2,057.).....	4,199
Average number of pupils belonging for the year.....	2,502
Average daily attendance.....	2,361
Per cent. of daily attendance on average number belonging, 94.3.	
Number of cases of tardiness.....	3,242
Time lost by tardiness, 487 hours 21 minutes.	
Number of pupils in school the whole year, and neither absent nor tardy.....	69

The cost per pupil, including High School, (also, pay of teachers of Music, Gymnastics, and for special supervision of Primary Schools,) was as follows:

On total enrollment of pupils.....	\$5.80
On average number belonging.....	9.73
On average daily attendance.....	10.31
Number of pupils under 8 years of age, (boys 623; girls 587.).....	1,210
Number of pupils over 15 years of age, (boys 110; girls 129.).....	239
Number that attended school less than two months, (boys 312; girls 270.).....	582
Number that attended the whole year, (boys 572; girls 582.)...	1,154

The City levied a local tax of 10 cents on the \$100, in accordance with provisions of Legislature of last winter."

For the Indiana School Journal.

Prof. GEORGE W. HOSS; *Dear Sir* :—

The great pleasure I have enjoyed in visiting so many first class schools in your State, and in noticing so much of that energetic, progressive spirit

which ever characterizes the successful teacher, has induced me to offer a few thoughts for the columns of your valuable journal.

It would be evident to any one who would take the time to visit the various educational institutions, both public and private, of your progressive State, that there is a strong determination on the part of those who are engaged in the work of education, to give to all your schools the greatest efficiency and excellence.

That good, well-trained, efficient teachers are essential to secure this, it would be folly to doubt. But whether foolish or otherwise, there are many trustees, I regret to say, who seem yet to think that almost any person who can *read, write and cipher*, is competent to teach; provided he can be employed at a very low salary. I am glad to be able to testify that this is not the principle which has actuated the trustees and superintendents of schools in some of the cities and villages of your State. Many of your cities and larger towns have schools which, for efficiency and excellence, are not surpassed, if equalled, by those of any other city or town in the land.

Should any one desire to know how this state of things has been secured, he would learn, on inquiry, that superintendents have been selected because of their competency, faithfulness and efficiency; who, in their turn, have made it a point, as far as possible, to select none but competent, well-trained, professional teachers. Hence we find, scattered over the State, many persons engaged in teaching who have devoted much time, labor and money to qualify themselves for this noble work. I rejoice to learn that many of these trustees and superintendents are firm in the opinion that a person who has not had some *special training in the science of teaching* is not qualified for the work. Persons must be *specially educated* before they can become good teachers, and good teachers must be liberally paid. When this is done, one very long step will have been taken towards the elevation of our schools.

The manner of selecting and recommending text-books is a subject which has engaged the attention, not only of Indiana educators but those, also, of other States. That good, well arranged text-books are essential to the best progress of a school, there can be no question. But the frequent changes of text-books—changes often-times made without reason, or without due consideration—constitute, without doubt, the cause of the dissatisfaction of which we hear so much. The practices of “log-rolling,” “wire-pulling,” “pipe-laying,” “brow-beating,” etc., etc. which are so familiar to certain classes of politicians, should have nothing to do with the introduction of a series of text-books. Teachers and school officers must be left free to exercise their own unbiased judgment upon the merit or demerit of the books offered. They must be the sole judges of what is really an improvement, and what is best adapted to their wants. There is no good reason why an author or a publisher of school books should not be regarded as a co-laborer in the noble work of education, for he is employ-

ing his energy and talents to perfect the *tools* or *helps* which the good teacher requires.

But this is only true when the publisher, or his agent, confines himself to his legitimate work, in accordance with the principles mentioned above. Acting upon this principle, he may unite in the efforts of educators with whom he associates, and if he be a man of experience in school matters, much good may result from his counsels.

But when a publisher or his agent is accustomed to pettifogging, bribing, intriguing, or packing boards of trustees, or any means whatever merely for the purpose of forcing his books into schools, without regard to merit, he should be discarded as unworthy the company of teachers. I have made these statements believing that there is sometimes danger of rejecting a valuable aid to the educational work because, in some instances, improper practices may have been adopted by those who, pretending to be the friends of schools, are really only the friends of their own selfish interests. The first duty of a publisher should be to make a book possessing real merit—one which is worth adopting—then to furnish teachers and school officers favorable opportunities to examine it, and judge of its merits, leaving them to decide as shall seem best.

If this practice was adopted our schools could avail themselves of all the improvements in text-books, and we should have no occasion to complain of book publishers or their agents.

M. R. B.

LOUISVILLE, KY., June 11th, 1867.

JACKSON COUNTY INSTITUTE.

MEDORA, IND., July 8th, 1867.

Prof. GEORGE W. HOSS, *Dear Sir*:—

The Jackson County Teachers' Institute opened at Medora, on Monday July 1st, 1867, and closed on the Friday following. The attendance was large, and the interview was pleasant and instructive; due mainly to the activity of our School Examiner, James W. Hamilton of Brownstown, whose whole soul seemed to be engaged in the work. He put his shoulder to the wheel, and kept the ball rolling until the close. We had some instructive lessons in Geography and the best mode of teaching it, by Prof. D. Moore, of Clear Spring, a teacher of long experience. Prof. Doyle, of Seymour, was present and led a class in History; and gave suggestions, from time to time, in reference to school government, etc. Prof. William Cutsinger, who teaches the select school in Tampico, gave some good lessons in English Grammar; also, his mode of analyzing sentences. Prof. Turrell infused quite an interest into the minds of the teachers in reference to the much neglected study, analysis of words, their origin, etc. It fell to my lot to give some instruction in Arithmetic. We were favored

with some good essays, lectures and song; also, some gymnastic exercises suitable to Primary Schools. Some time was allotted for teachers to give their experience in teaching and governing schools, in which all the teachers, both ladies and gentlemen, took part. We feel that a lively interest has been created in the minds of the teachers of Jackson county, and that each teacher will go to his or her respective field of labor encouraged with the thought that he or she is not *alone* in the great work, but are collaborators with the *army* of teachers of this State; and that each County Institute is a *Company*. Our next Institute will be held in Seymour, commencing on the first Monday in August, next.

JOHN A. PLUMMER, President.

N. B. Would you please, if you think advisable, have this inserted in the Indiana School Journal.

Yours truly,

J. A. PLUMMER.

BE HAPPY NOW.

Pope says, "man never is, but always to be blest." That is as much as to say that happiness, like the rainbow, is always in the distance. This, we believe, is the general theory of mankind, and too often their sad experience. But wisdom says otherwise, namely; *be happy now*. The apostle Paul sustains this doctrine when he says, "I have learned in whatsoever state I am, therewith to be content." By this we understand the apostle to teach that no condition is destitute of all the elements of happiness. If this be so, our motto contains true wisdom, teaching us to be happy now, not always postponing to a future day, or to some opportune time. He who thus postpones will never see the day, or that opportune time. He will verify the truth of Pope's statement, but not that of Paul's.

Both wisdom and Scripture encourage us to try to extract happiness from the present, taking with thankful hearts the little drops, as God in his mercy shall distil them into our cup, rather than reject all with the hope of a copious shower that may never come. Therefore, let the boy learn to be happy while *preparing* his lesson, not waiting to recite; the teacher while *teaching*, not waiting until teaching is done; the maiden while a *maiden*, not waiting till she becomes a matron; the peasant while toiling as a peasant, not waiting until he shall become a King; and all *now*, none waiting until an uncertain hereafter, for, in happiness seeking as in sightseeing, "'Tis distance lends enchantment to the view, and robes the mountain in its azure hue." Therefore *aim to be happy now*.

E. D.

WHAT TO BE.

B patient, B prayerful, B humble, B mild,
 B wise as Solomon, B meek as a child,
 B studious, B thoughtful, B loving, B kind,
 B sure you make matter subservient to mind,
 B cautious, B prudent, B trustful, B true,
 B courteous to all men, B friendly to few;
 B temperate in argument, pleasure and wine,
 B careful of conduct, money and time,
 B cheerful, B grateful, B hopeful, B firm,
 B peaceful B benevolent, willing to learn;
 B courageous, B gentle, B liberal, B just,
 B aspiring, B modest, because thou art dust,
 B honest, B holy, transparent and pure,
 B dependent, B Christ-like, and you'll be secure.

BOOK TABLE.

Slated Copy and Drawing Books.—A company at Norwich, Conn., is manufacturing a neat article of slated copy and drawing books. These combine neatness, convenience and seemingly durability, consequently give promise of real utility.

Goodspeed's Golden Pens.—Per courtesy of the manufacturers, we are in possession of a box of "Goodspeed's Golden Pens." So far as tried, we have found these to be superior pens. They are steel pens with a "golden" name.

Hand Book of History. By John H. Gregory, LL. D. Regent of the Industrial University of Illinois, and ex-Superintendent of Public Instruction in Michigan. 12mo.; pp. 171.

This book presents a compendium of historical events of the sixteenth, seventeenth, and eighteenth centuries, also of the first half of the nineteenth. It presents a brief statement of the event, with the date, making few or no comments, and giving no opinions. The work is accompanied with a chronological map covering the same period of time. This map exhibits, by means of horizontal and vertical lines, the date of the event. The aim is to aid the memory by means of association and classification; that association and classification being addressed to the eye. In a word, it is chronology presented in an objective form, and to be apprehended by sense. The plan and execution seem good.

Ned. Nevins, the New-Boy; or, Street Life in Boston. By Henry Morgan.

This work purports to represent the poverty, degradation and crime among the poor and ignorant of Boston. It presents a dark and dismal picture of squalor and vice in the Athens of America. It uncovers sinks of corruption, and lays bare the actions of certain conscienceless money-lenders who grind the face of the poor. If these statements all be true, they are quite enough to make one blush for humanity. It is to be hoped that this book may reach the eyes of some who have no pity for the widow and the fatherless. While we have no doubt but that Boston, or any other large city, furnishes abundant material of the kind here represented, certain portions of this book show that the author has drawn liberally upon his own imagination. To instance cases: we notice first, Ned. Nevins' pleas with the jailor. Here a youth, almost without book learning, surrounded while growing up with the vile and ignorant, is represented as using the language of maturity and scholarship. He pleads with the jailor not to put irons on his wrists, and in his plea he is represented as using the following highly figurative and ornate language: "Oh, how those irons would weep to be put on my hands! Ah! their * * * mouths would refuse to close upon me; their jaws would set at sight of so cruel an intent." This language would much better become a Cicero than a poor street boy in Boston. Also the prayer of Ned.'s mother just before her death, is, in portions of it, more the prayer of a formal Christian on a public occasion, when learning takes the place of piety. Two sentences of this prayer stand thus: "High rolling on the tide of this great city of iniquity, let guardian spirits pilot him over the shoals of deceit and crime. A Wandering Ulysses, may he chain himself to the mast of firmness, and stop his ears to the voice of sirens." A dying mother does not pray in fine figures of rhetoric; much less if that mother be dying of poverty and overwork in a hovel and leaving a child in a large city without a friend on earth. No, a prayer under such circumstances as these disdains rhetoric; it seeks the simplest, strongest, and fewest words possible.

It is not believed that all the book is thus over colored, yet we think it unfortunate that the author should over color in any case, and especially in the solemn exercise of prayer.

Notwithstanding objections of the kind just named, it is believed this book will do good. For the multitude will read, weep, and grow tender, and possibly purer. Possibly some Shylock may read, think, feel, and at last recede from his purpose to have the pound of flesh.

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GEORGE W. HOSS, Editor.

Number 9.

SELF CONTROL.

By CYRUS NUTT, D. D., President of State University.

Self control relates not to temper alone; it implies the due restraint of all our passions, appetites and propensities. It includes temperance in its widest sense, abstinence from all excesses and vices which injure the health, impair the strength and activity of body and mind, weaken the character, destroys our influence, and *cuts short* our lives. To yield to the passions and appetites of the animal nature without restraint, involves these consequences. They may be remote and slow, but they are sure. The eternal and immutable laws of nature have established this connection, and decreed these results. They can not be avoided. Hence it is one of the plainest dictates of prudence, one of the first and most imperative duties which we owe to ourselves, to keep these appetites and propensities of the animal nature under strict control. If to defend the person boldly from the violent assault of the robber or assassin be a duty, much more is it to defend the mind and moral nature from injury and ruin. Sensuality ruins both body and soul. He who yields to this foe is lost! Many, from an unusual proneness to indulge, have objected to this restraint upon this department of our nature, alleging the passions, appetites and propensities were implanted in us by the Creator, and, consequently, they are the high-

est law of our being; and in following them, we are but obeying the law of our God-given nature.

True, indeed, it is, that God has formed, and strung, and tuned the human heart, and that the appetites and passions were implanted for wise purposes. But it does not follow that their perversion and unlimited indulgence are therefore right. Such a sentiment is equally at war with all law, human and divine, and the reason and common sense of mankind. All law is designed for restraint, and if no restraint were needed, then God's law is needless, and he made a mistake in imparting it to man. All human laws are out of place and at war with the nature of things. The whole family of man must have been greatly deceived in imagining that there was such a thing as crime and wrong in the world. The thief, the murderer, the adulterer, but follows the instincts of their nature; and consequently the highest law of their being, and are perfectly innocent, and yet the world has pronounced them criminals, and deserving of severe punishment.

Such a gospel is the antipodes of that of Christ, who preached "If any man will be my disciple, let him deny himself;" THIS, "let a man follow himself." The excesses and perversions of the passions are the cause of the miseries of this disordered world. Following himself, man lost the bowers of Eden, and made earth the home of demons who have blighted all that was beautiful and good. The stars which they have struck from the moral heavens, and changed to lurid thunderbolts, are numberless. The germs which would have developed in flowers, fragrant and beautiful, have been transmuted to thorns and deadly poison. Summer has given place to winter, day to midnight, health and life to sickness and death, happiness to misery, heaven to hell! Heaven designed that we should eat nutritious and wholesome food, but never that we should drench our stomach and brains with the juice of tobacco, nauseating and poisonous. Heaven designed that we should take pleasure in slaking our thirst from the cool and limpid fountain, but not with "RIFLE WHISKY," or other liquors, which fire the brain, taint the body, and madden the soul. These are crimes against the God of nature as well as ourselves.

Vice cowers in the light of day, and seeks concealment. Anomalies however, sometimes appear. A few may be found who boast of the slighter indulgence and deviations from strict virtue, and claim them as a ground for additional esteem and applause from

their fellows. They desire these peccadilloes or little sins, as they call them, to be regarded as the eccentricities of an independent and original genius, which can not brook the restraint of public opinion, and the conventional proprieties of society. It is a part of their nature, and they are not ashamed to let it be known. They are not puritans or hypocrites. They disclaim to conceal any of their foibles. They are honest, they are independent, open and aboveboard; and if they sometimes offend in minor points, it is because they wish to be true to themselves, and their own individuality. Verily such have their reward; they are greeted with applause and welcomed as champions, by all those viciously disposed; and many otherwise excellent men and women are, with an unwarranted stretch of the mantle of charity, ready to palliate their sins, and worship them as heroes; not thinking how fearfully this their folly tends to moral ruin—to sap the very foundations of virtue, and the well being of society.

Those who thus glory in their shame, instead of being flattered, should be met with universal and unreserved reprobation.

I. First, those who assume to act such a character, exhibit an amount of egotism absolutely unpardonable, even in this age, in which the "big-head" is a disease suspected to be somewhat prevalent. He virtually asserts himself a personage extraordinary, far above ordinary mortals. He is a genius, a model specimen of humanity, whose great talents and many excellent traits are more than sufficient to redeem all the delinquences of which he may be guilty. Hence he may claim privileges denied to others, and do things with impunity which would spot the reputation of common men. He claims a royal prerogative to set public opinion at defiance, and to trample under foot the proprieties of life, while he holds others to a strict accountability in their intercourse with himself.

II. It is an unjust and disparaging charge against his associates and the rest of mankind. His uncharitableness here contrasts strongly with his demand upon the charity of his friends. He assumes that all mankind but himself, are veiled; that they are guilty of hidden crimes and secret faults—that there is a skeleton in every house, carefully concealed by its owners—in short, that all are much worse than himself, and are moreover guilty of cowardice and hypocrisy. From the motive of servile fear, they are deterred from avowing what they really are; hence they cover their faults, and hypocritically pretend to be what they are not, wolves in

sheep's clothing; whereas, if they would be honest and bold as I am, and show their true character, they would be seen to be much worse than myself. Now, this wholesale charge of hypocrisy and meanness, is not true. We justly despise the hypocrite who sails under false colors, stealing the livery of heaven in order to serve the devil. But while there may be a few hypocrites, the great majority are honest, and each owes it to himself and to his race, to promptly repel such insinuations by discountenancing this vain and insolent boaster.

III. Thirdly, no one has the right to parade his own follies and vices before the public and glory in them, because he thereby becomes an injury to the community. He becomes a public nuisance, and should be suppressed. The truly virtuous, by such an exhibition are pained and disgusted, the unwary and the young are corrupted, and vice is made, in some degree, respectable, and example is contagious. Secret vice injures only those immediately concerned in the guilt; but public exhibitions injures the whole community. A barrel of liquor may lie upon the sidewalk, while it is thought to be a barrel of flour, for weeks, and no harm is done; but open it and distribute its contents, and by night fifty are made drunk, and perhaps as many families are made wretched. Unnecessary publicity to the details of crime and of criminal trials, tends greatly to corrupt public morals, and create a morbid appetite for horrid recitals. In this way the newspapers of the day are doing an irreparable injury to the rising generation. The mind becomes familiarized to crime and pollution, and entertains all its loathsome scenes without revulsion, if not with pleasure. Hence it is prepared for the commission of similar acts.

"Vice is a monster of such hideous mien,
That to be hated, she need only to be seen;
But seen too oft, and grown familiar with her face,
We first endure, then pity, then embrace."

Immense is the responsibility resting upon the conductors of the press, and also upon parents, who must be responsible for the character of the literature, which they permit their children to peruse, and all its results. What, it will be asked, would you make men hypocrites? If they are really bad, is it not better that they expose themselves, than deceive their neighbors? Would you whitewash men, and make them painted sepulchers, such as were the Jews whom the Savior rebuked?

Criminals should be detected and punished. The safety of the community demands it. Giving publicity to vice is one thing, and making false pretensions to sanctity of character, is another; and the latter was the vice of the Pharisees, rebuked by Christ. The former is the wrong we condemn. The dunghill had better be covered over with lime. The cess-pool, exhaling miasma and death, should be covered over, or the escape of its effluvia prevented, rather than that multitudes should suffer. The one infected with disease should be confined, rather than suffer contagion to spread. No one should be permitted to exhibit his moral disease, and thus spread moral contagion.

IV. Fourthly, the effect of such a course is most injurious upon the individual himself. By indulgence all the active powers of our nature become stronger. Habits are formed which bind us in fetters of iron. By yielding to his propensities and appetites, no reform is possible; he must grow worse and worse. Petty vices become grosser ones; the occasional glass ends in tippling, and this is succeeded by beastly intemperance, and the drunkard's grave. So in all the other forms of fashionable vice; the work of ruin is accomplished by degrees. Look over the wrecks which strew the pathway of life, and learn a lesson of self control. The only safety to be found is in always resisting temptation; never yielding. Never dare to enter the charmed circle; few who pass that boundary, ever return. Once on the wave, they are borne helplessly onward until they reach the fearful descent, and disappear forever. Here is the greatest danger of young men; and the greatest danger to our country. When Cataline plotted the overthrow of the liberties of Rome, he began by corrupting the young men. The chief cause of the recent dreadful rebellion, was the dissolute character of the young men of the South. The vices prevalent throughout the region where the "*peculiar institution*" prevailed, fitted the generation for the treason, crime and desperation which the rebels exhibited. Will the parents of the whole country take warning? At some of the junctions of the network of railroads by which our country is covered, may sometimes be seen two trains on the same track, moving in the same direction. For hundreds of miles they have been near each other. They pass a certain point; the foremost makes the usual curve and keeps on the old track; as the other approaches, the switch is adjusted, and the direction is changed, almost imperceptibly at first—not more than an eighth of an inch—

but in a few moments those trains are miles apart, seen only by the smoke through the trees, or ascending among the hills. On they pursue their lightning pace until they stop on opposite shores of the continent. Such is the passage of life, over the track of virtue and vice. Their divergence, at first scarcely perceptible, but their terminous the opposite poles; as wide apart as heaven and hell. Two youths start together in the morning of life; side by side they traverse the road for a time; one is true to himself and to the God of his fathers, steadily pursuing the path of virtue and the noble aspirations of his youth; the other yields to the tempter—alcohol, company, the cards, billiards, the cup, the enchantment of sensual pleasures and they separate. One graduates with honor, the other with dishonor; one, happy and useful, a blessing to his country and his race finishes a noble career, while millions pronounce his name with blessings, and “angels bear him on their snowy wings to his eternal home.” The other, a loathsome wreck, a curse to his family, ends his disgraceful life in the dungeon, or on the scaffold, while his ruined soul sinks to be the food of the never dying worm.

ORGANIZATION OF SCHOOLS IN TOWNSHIPS.

By HAMILTON S. McREA.

The law recognizes each incorporated city, town and township as a distinct corporation for educational purposes. As school corporations, they are provided with trustees, who “take charge of educational affairs,” and have power to prescribe a course of study, uniform text books and needful regulations.

In the township schools there is this peculiarity. Unless the inhabitants attached to any district neglect so to do, the trustee can not designate the teacher, yet he may sometimes influence the selection by recognizing the fact that the services of an unskillful teacher are of comparatively little value. The privilege, so called, of designating teachers, by a direct vote, is a great detriment to the schools. Having had no officer or committee empowered to procure a teacher, the inhabitants will sometimes discover that, before their meeting convenes, the cities and towns have secured many of the best teachers.

To secure the most successful management of an ungraded school, the trustee should provide ample grounds, not less than an acre, and a commodious house, containing a school room thirty feet square, with a door partly sashed, on each side of the teacher's platform, opening into the passages, through the ante-rooms, to the hall door. The room should be furnished with single desks, suitable blackboards, wall maps, reading charts, physiological charts, etc.

The trustee, on consultation with the examiner, and experienced teachers, should adopt a series of text books, and prescribe a course of study for all the schools within his jurisdiction. Books in most general use ought to be retained, unless there are cogent reasons for exchange. The following is suggested as a course of study for primary schools :

JUNIOR DEPARTMENT.

D Class—Reading Charts. C—First Reader. B—Second Reader. A—Third Reader.

SENIOR DEPARTMENT.

D Class—Fourth Reader, Arithmetic to fractions. C—Fifth Reader, Fractions. B—Sixth Reader, Arithmetic to Cube Root. A—Sixth Reader, Arithmetic completed and reviewed.

Teach orally in the Junior Department the simplest elements of all the common school branches.

Spell new words in readers, and selected words liable to be misspelled.

Print on slates to C junior. Draw and write, on slates, to A junior, and in books through remainder of course.

Begin works in Arithmetic and Geography in A. junior.

Lay aside Geography and begin book on Grammar in B senior.

Commence with books in Physiology and History in A senior. Use the latter as a reading book.

Written exercises should be frequently required in both departments, nor should declamation be neglected.

DAILY PROGRAMME.

8.45 to 9.00, opening exercises.

9.00 to 9.10, D junior, reading and orthography.

9.10 to 9.20, C junior, reading and orthography.

9.20 to 9.30, B junior, reading and orthography.

- 9.30 to 9.45, A senior, history and physiology.
9.45 to 10.00, A and B senior, grammar.
10.00 to 10.15, B and C senior, geography.
10.15 to 10.30, D senior, and A junior, geography.
10.30 to 10.45, recess.
10.45 to 11.00, general exercises.
11.00 to 11.15, A and B senior, arithmetic.
11.15 to 11.25, C senior, arithmetic.
11.25 to 11.35, D senior, arithmetic.
11.35 to 11.40, A junior, arithmetic.
11.40 to 12.00, drawing and writing.
12.00 to 1.30, intermission.
1.30 to 1.40, D junior, reading and orthography.
1.40 to 1.50, C junior, reading and orthography.
1.50 to 2.00, B junior, reading and orthography.
2.00 to 2.15, A and B senior, reading.
2.15 to 2.30, C senior, reading.
2.30 to 2.45, D senior, reading.
2.45 to 2.50, physical exercise.
2.50 to 3.00, A junior, reading.
3.00 to 3.15, A, B, and C senior, orthography.
3.15 to 3.30 D S. and A junior, orthography.

The general exercises may consist of singing, lessons in number, object, etc.

This scheme is designed to show what is possible to be done, by a skillful and prompt teacher, with a school in which classes are not too large.

The words to be spelled should be chiefly taken from the reading lessons. The teacher, having previously made the selections, may pronounce alternately from two lists.

As far as practicable, the names of pupils in the highest class, alphabetically arranged, should be entered first on the teacher's record, to be followed by the other classes, in proper order. The grade should be determined rather by the lowest than by the highest class in which the pupil recites. In connection with these entries, if preferred, the attainments of pupils may be presented at a glance, by assigning, to the several names, a space for each kind of credit. In both departments, attendance and deportment credits should be allowed, and above the B junior, recitations should also be credited.

There is no time to waste in roll calls, or in filling up the record, during school hours. Being supplied with a slip containing the names, numbered as in the record, require the pupils, for roll call, to repeat, successively, their respective numbers. Note absences, tardies, and other delinquencies, as they occur, by simple dots or marks, and make permanent entries after dismissal.

Mr. Wickersham, for scale marks, recommends the following: "5, 4, 3, 2, 1, 0; meaning, respectively, *very good, good, middling, rather bad, bad, and very bad.*" This scale, without the trouble of reduction, will show the per cent. at the close of the month. To show the standing, as to attendance, deduct the number of tardies, and, if unexcused, deduct also from the deportment. If absent temporarily, without fault, the deportment may be credited. As a rule in such case, other credits should not be allowed, yet, on occasional days, set apart by the State, or church, pupils may with propriety be regarded as absent on duty, under the *quasi* direction of the teacher, and justly entitled to be credited as constructively present, especially if in school on the next day, the work of which may be taken as the standard of the previous day.

Although it is important to record the recitations, it is far more important to hold monthly examinations, and record the average result of the same. These should be chiefly conducted in writing. Five questions on a subject will be sufficient to embrace the work of the month.

On written examinations, for promotion, ten questions on a subject will usually be sufficient. They should embrace all the studies of the class, or department, as the case may be, to which the candidate belongs. Let no one be promoted on a lower general average than seventy-five per cent., provided, however, that a good record may entitle to a re-examination. It is due to those who pass, that certificates of the fact be awarded. Something like the following will do:

_____, having passed the requisite examination, is promoted to _____ class, _____ department, School No. _____, _____ township, _____ county.

By order of _____,

_____, Director.

_____, Teacher.

_____ 18—.

Approved by _____,

_____, Trustee.

Except in cases of promotion to a higher department, the approval should be omitted.

The teacher will usually be the most suitable person to conduct the examinations. In addition to written examinations, there should also be an oral examination, near the middle of the term, to enable the public to note the progress of the school.

It is sometimes said truly, that the best scholars have failed, in the examinations, from embarrassment. The fact that they do, is an argument for keeping up the examinations. Life is but a continued series of them, and they should be so frequent in school as to banish that timidity which so often blasts the prospects of success.

As soon as practicable, each township should have a Higher School, for the admission of pupils from all the districts, after completion of the prescribed course of study in the Primary Schools.

CORPORAL PUNISHMENT.

[PAPER READ BEFORE THE INSTITUTE AT RICHMOND.]

The necessity of government in our schools will be denied by no one. That obedience should be absolute and unconditional, is equally obvious. The teacher should be master of the situation, and feel that confidence in his ability to govern which alone can give him that peace of mind, that serenity of soul, and that freedom from a troubled spirit which will enable him, under all circumstances, to maintain full possession of all his faculties, and thus reach the highest good.

But, before we proceed, let us endeavor to obtain a clear conception of the terms used, as, in my opinion, many persons use the words "discipline," "government" and "order" without any just conception of their meaning, or the proper relation the one sustains to the other.

Government is that power, or authority, by which nations, communities or individuals are controlled. Discipline is simply that power, or authority, applied in the control of nations, communities or individuals, by using those means, appliances and laws estab-

lished by the government. And order is simply the result of the other two.

As applied to schools, the teacher, with his knowledge of the principles, appliances and laws to be used in governing his pupils, is the government, and in the use of these means appliances, 'etc., that discipline is carried on, of which the quiet and orderly conduct of his pupils is the direct result. Since, then, no good school can exist without order, which is the direct result of discipline, the principles upon which this discipline is to be applied becomes of immense importance to the teacher. So much so that, upon his skill and sagacity in discovering and carrying them out, depends, in a great measure, his future success in his noble calling.

The principles of discipline naturally arrange themselves under two heads, moral and physical, and these consist wholly of rewards and punishments, among the latter of which corporal punishment holds a prominent place. It has been, and still is, thought by many that the best way of reaching the mind is through the integuments of the body, as if the mind were composed of a certain soft, malleable material capable of being drawn out and shaped as the heated iron on a blacksmith's anvil. But as the fogs of ignorance are slowly and gradually disappearing, and as the sun of science ascends from the intellectual horizon, the conviction is fastening itself upon the minds of all thinking and intelligent men and women of the community, that there is a more excellent way.

All experience has shown that the torture of the body, by means of the rod and other instruments, while it may serve in some measure to restrain the culprit from like violations of order, generally renders him hypocritical and more guarded in future, and hence fails entirely to reach at least one great end for which all punishments should be administered, viz.: The reformation of the offender. View it in the best light we can, we find the good effects of administering bodily pain must, in the nature of things, be limited to those few cases in which a child is of a timid and shrinking disposition, and has a very great dread of punishment. But in many, and I might, perhaps, say with truth in most cases, the offenders are boys and girls of brave and really noble spirits, who soon come to consider such administrations of punishment as martyrdoms to be undergone with heroic fortitude; and those who pass through those fiery ordeals with the least show of suffering are regarded by their companions with the highest honor and admiration.

We find an apt illustration of this principle in the untutored savage, who considers it a deed worthy of the highest meed of earthly honor to sit down on a bed of live coals and, without the contraction of a muscle, smoke his calumet of peace as calmly as if going to a night's repose. But do not understand me to say that, in certain extreme cases, corporal punishment may not be used. Indeed there may be cases in which it would be cruel not to use it, as the very happiness and well being of the child often depends upon the judicious use of a little severity at first. But it should be clearly ascertained, by every teacher, what relation it sustains to the other means, and used by him in that and no other.

You may enforce moral suasion with all the eloquence that Cicero can command; even talk with the accumulated wisdom of *angels*, and it will be all to no purpose unless it be positively known that there is a power somewhere, corporal in its nature, that will be used when necessity demands it. This forms the basis and continent of all other means of discipline; the foundation upon which every governmental structure rests; the line of operations from which you may diverge, but to which you may be often compelled to retreat.

However, to the high-toned moral teacher, who is intelligent and whose soul is on fire with the love of his profession, the mere knowledge of its existence may be amply sufficient.

The late lamented Dr. Ray, in speaking of this subject, says: "The moral power derives its existence from a higher and purer sphere than this world. Its sceptre is supported by the better aspirations of human nature, and its influence in drawing out and supporting the better principles of our nature should ever be warmly cherished. The sway of moral power is mild and peaceful; but, also, it is too frequently maintained by a very feeble tenure. Hence, its influence is always liable to be broken by the lower influences continually at work in the human heart, abroad in society."

Whenever, therefore, the principles and influences through which moral power maintains its sway are not sufficiently developed to enable the instructor to govern by its means, corporal punishment or some equivalent, such as expulsion, must be resorted to. But a knowledge of this fact has a wonderful effect in keeping in abeyance those lower principles which, once developed, destroy moral principles. There is a great power in the knowledge of the existence of the rod which will be used when necessity demands it. What a great mistake, then, for a trustee or a teacher to make

proclamation that he will govern by moral means alone. He is thus needlessly destroying the strongest support of the power on which he expects to rely.

From these considerations, then, it plainly appears that there must be an arm of power somewhere, physical in its nature, by which the moral is supported, and enforced if necessary. All experience teaches us that moral power has never yet been used with much success, either in the government of schools, communities, or in the arrangement of the affairs of nations, when it was not supported by physical power.

We have heard a great deal said about the moral power of *Great Britain* and the *United States*, and many persons thought that it was only necessary for them to interpose with their opinions and advice to prevent Russia from again interfering in the affairs of Hungary. This may be true, but in what does the moral power of these nations consist. Most undoubtedly in their fleets and armies. If, happily, these are sufficient to enforce obedience to their suggestions, then will their advice have a mighty moral power. But suppose their resources were no more extensive than those of Switzerland, would their advice have had any more moral influence than hers, or would their suggestions be any more likely to be heeded. Disguise the fact as you may by any fine spun theories, or deck it out with all the gay flowers of rhetoric, yet the simple truth is that the teacher brings his moral power most effectually to bear when, if not heeded, it is supported by the rod or some equivalent.

Then if the above reasoning be true, we have amply shown, first by the nature of government in general, and second, from the relation which the moral sustains to the physical, that corporal punishment can not be entirely dispensed with, at least as an arm of power held in reserve; and our prayer to God is that it may always remain simply as such.

But we think that the time has not yet arrived when corporal punishment can be held simply as a power behind the throne. Let us glance a moment at the real condition of things. The children in our common schools, to whom discipline must be applied, are of all manner of dispositions, and of every variety of training. Some have been petted, and every wish gratified, until they have become so self-willed that they are intolerable to their parents and a nuisance to all around them. Others, again, have been praised for the energies of their lower propensities, and even their freaks and whims

have been enacted into household words. Some have been permitted to visit the dens of vice, founts especially in our large cities, and inhale the deadly malarias of their moral atmospheres until they have become so contaminated that every good and thought, if not entirely destroyed, is, at least, buried out of sight. And some, again, have been taught, on their fathers' knees, to take the holy name of God in vain, to lie, cheat and steal, and many other kindred vices, which have grown with their growth and strengthened with their strength.

Now all these turbulent spirits, as soon as they cross the threshold of the school room, must be made to yield obedience to the same laws, pursue the same studies, and aim at the same general results. How is this mighty work to be performed, this mighty reformation to be brought about—a reformation mighty in its effects on the individual, and mighty in its influence on the future destiny of the nation.

Can any one for a moment suppose that, in the present stage of advancement in the theory and practice of teaching, that all our teachers are now, or will for a long time to come, be possessed of the requisite skill and sagacity, of that high toned morality, of the deep and fervent love of the profession, which alone is necessary to bring light out of darkness, order out of confusion, and cause the chaotic mass to yield a cheerful and prompt obedience to all the requirements of the school room, without resort to any physical arm of power. Were the proposition that children might be so governed at home, and teachers might be so trained that there would be no necessity for corporal punishment, I would most cheerfully subscribe to it; and though the time is not yet, the indications are that, under the increasing light of the nineteenth century, the day is not far distant when it will be considered a relict of the barbarism of the past, and the records of its application be read only as literary curiosities intended to grace the shelves of the antiquarian; and as belonging to an age far removed from ours.

While, then, fellow teachers, we are biding our time and earnestly seeking for more light on this subject, and as the stern necessity of a resort to the rod, in extreme cases, still exists, permit me to close this article with a few hints in regard to its application.

1st. Never resort to it until all other means have been exhausted, except, perhaps, at the opening of school when, as yet, the opportunity has not been afforded of using other means, and authority

must be established. When it becomes a question of obedience with the rod, or of disobedience without it, then use it. But do it in kindness. Study well the character of your pupil, and ascertain, if possible, the influences brought to bear on him at home.

2d. Do not be in a hurry. Time is often an invaluable aid, both to teacher and pupil, in bringing them into proper condition; the one to administer the remedy and the other to be benefitted by it. Thus an opportunity is afforded for the ill-feelings (excited by those little outbursts of passion, disregard of rules, open violations of order, etc., resulting from the waywardness of childhood) to subside, and for the weighing of motives and influences brought to bear upon the culprit, which, with the faithful and conscientious teacher, must always result in good. Remember there are generally easier means of reaching the heart than through the integuments of the body, and happy is the teacher who has the skill and sagacity to find them; and gladly would I hail the day when the number of such skillful and devoted teachers shall so be increased as to render the further defense of the rod unnecessary.

I would, then, most earnestly urge all teachers to reach the higher motives and finer feelings of the young, and to rely mainly for success not on appeals to fear but on the power of conscience, and of love and reciprocal affection.

As I have placed the higher and most desirable means first, so I would always have them first, and perseveringly employed by the teacher; and if, by earnestness in his work, by unfeigned love for the young, by a conscientious and faithful adaptation of means to ends which true benevolence is sure to suggest, he can govern successfully without the rod. None will rejoice more than I at so desirable a result, and most earnestly do I subscribe to the principle so happily stated by another, "That, in the government of schools, if thorough obedience can be secured and order maintained, other things being equal, the minimum of punishment is the maximum of excellence.

J. H. E.

Editorial---Miscellany.

LAYING OF THE CORNER STONE OF THE STATE NORMAL SCHOOL.

On the ninth ult., in the city of Terre Haute, with public ceremonies, was laid the corner stone of the Indiana State Normal School.

The Committee, J. M. Olcott, Hon. Riley McKeen, and the architect, Mr. Vrydaugh, counseled by the President of the Board, John Ingle, Esq., made ample arrangement for a large audience; and a large audience came, from twelve to fifteen hundred in number. The addresses were delivered in Dowling's Hall, after which the audience marched to the ground and the ceremonies of laying the stone were performed by the Masonic fraternity.

The principal speakers were Governor Conrad Baker, U. S. Senator O. P. Morton, Hon. Bayless W. Hanna, and Richard Edwards, President of the State Normal School of Illinois. The principal address was that of President Edwards. Without intending invidious comparison, it may be stated that this was not only the principal address, but it was able and, at times, masterly, adding new laurels to the speaker's already well earned fame.

The following abstracts of the addresses are taken from the Indianapolis *Daily Journal*:

GOVERNOR BAKER'S ADDRESS.

Then, after music, Governor Baker was introduced. He said it was the special agreement, when he accepted the invitation, that he was to deliver no speech, and if anybody expected one from him, on account of the conspicuous position of his name on the programme, they would be disappointed. He did not have time from his other duties to prepare an address suited to the occasion. We live in a progressive age, and one in which intelligence and liberty were inseparable. Where the government is but a reflex of the will of the people, it was evident that education was needed. If the people are ignorant, we shall have a bad government, but if they are intelligent they will not long put up with corrupt officers, or an incomplete form of government. The Governor then referred to the much

greater amount of governing talent required in this country than any other. We have now over forty States in the Union and shall soon have fifty, all of which have their own respective governments. We must, therefore, have learning; it is necessary to the preservation of liberty. The Governor then referred to the history of the free school system in Indiana, and said that while it had rapidly increased in efficiency and power, it still lacked an important element in having no proper preparation for teachers. This want is now to be supplied in the institution to be to-day founded. Here is to be the teaching for teachers, a profession the noblest in life, and one not to be laid aside at will but followed through life as are other professions. The Governor closed with a brief reference to the successful bid of Terre Haute for the location of the Normal School, in accordance with the act of the Legislature, and invoked upon it the blessing of God, that it might be at once an honor to the great State of Indiana, and a monument to the enlightened liberality of this city.

SENATOR MORTON'S ADDRESS.

The Senator said that, like Governor Baker, he had no speech to make, and if he had the state of his health would forbid much work of the kind, but he could not resist the temptation to be present, on account of the deep interest he had taken in the work of education, and especially in the foundation of a Normal School, which he had three times, while acting as Governor, urged upon the Legislature. We never could have a perfect system of free schools without good teachers, and the standard of qualification can be raised to a great extent by such institutions. The founding of this school is an epoch in the State's history; teachers will be better that come from it, and the reflex influence exerted upon our whole educational system will soon assert itself. Indiana has the largest school fund of any State in the Union, and it could have better schools at less direct cost than any. But money alone will not make schools. He looked forward as a resident, as a native of Indiana, to the day when our noble State shall have just as good schools as any of the States; those of New England not excepted. The education of the mass of the people is now more important than ever. If this great republic, now stretching from the Atlantic to the Pacific, and from the Gulf almost to the North Pole, is to be kept together and made to live in union and happiness, it is to be by the general enlightenment of the whole people. Especially so is this true of the Southern States where the ballot has just been placed in the hands of four millions of freedmen. *All* men, white and black, should be educated, and the Senator was proud to say that one of the first votes he had the honor to cast in the United States Senate, was that which made it a condition precedent to the reconstruction of the Southern States that, by constitutional provision, free schools should be established for both white and black. (Applause.) The Senator then adverted to the clause in the Indiana constitution which said education should be free and open to *all*, not only the whites; he hoped the relic of the past, whereby four or five thousand colored children had been kept away from the benefit of the common schools would be done away, and Indiana would speak for equal rights before the law, not only for themselves but for others; not only for the South alone, but for the whole country. How this was to be done, he did not say, but the duty was plain to permit *all* to enjoy the advantages of education by some means or other. The Senator said there was an advance in public sentiment in this regard, and while Indiana was prospering so finely, and her record was so glorious, this last blemish should be eradicated.

HON. BAYLESS W. HANNA'S ADDRESS.

I am fully conscious, ladies and gentlemen, that no words I can utter here will add anything to the interest of this occasion. We have heard, with pleasure the sentiments of wisdom, eloquence and power of the distinguished gentlemen who have preceded me, but all they have said, and said so well, has been incommensurate to the dignity and importance of the passing events of the hour.

The enlarged and refined intelligence of the people of this beautiful city, united with a comprehensive spirit of public policy on the part of the law making power of our rising and jealous commonwealth, have invited us hither, to-day, to lay the corner-stone of a temple dedicated to letters, morality and religion. Sacred temple! Amidst all the proud structures that are established upon the earth, none will be more beautiful—none more sacred. The gorgeous temples dedicated to Juno, at Argos and at Carthage, passed away with the idolatry that perished with them. But our temple, this day established on the imperishable rock of christian civilization, must live on while Christianity lives, and can fall only when it falls, and pagan darkness shall once again brood its sullen gloom upon the face of the earth.

It must be a proud satisfaction in the mind of our honored Executive, who is present with us now, and to all the people, to know that Indiana, to-day, has in proportion to her population the largest school fund in the world. All we want now is teachers to make it available. Here we propose to educate them for that purpose. Here they may come and replenish their hearts and minds with the great cardinal and eternal principles of truth, that they may be taught to our children and to the generations that are to come after them.

Ladies and gentlemen, we are proud of our noble city. Our pride is increased, to-day, as we establish this college here. It will be a monument of the place, and the place, we trust, will prove worthy of the monument. The ground upon which we lay these foundation stones is the property of the State. Let us build upon it this temple, and make it a perpetual heritage to her sons. They can not waste, or destroy, or alienate it; and as succeeding generations shall possess and enjoy it, it will become more and more illustrious as a school of letters—a fountain of virtue—a source of light—a temple dedicated to liberty and knowledge, the highest and noblest state of Christian civilization.

ADDRESS OF RICHARD EDWARDS, PRESIDENT OF THE ILLINOIS STATE NORMAL SCHOOL.

Twenty-eight years ago, the third of last month, the first Normal School was instituted. It was in the vicinity of Boston, and under the charge of one principal and three unknown, inexperienced and comparatively unlearned girls. The movement was but little noticed. Business, with its ceaseless turmoil and activity, was pursued as usual. To-day, in the inauguration of this enterprise a large portion of the citizens of a great State are looking upon us. There are here representatives of every profession in life; statesmen, lawyers, merchants, artisans and agriculturalists. As it were, the pulsations of life have momentarily stopped, or, rather, united in one mighty beat at this point. The contrast of twenty-eight years is mighty.

There is a second point to this contrast. Instead of one school, they are now dotted all over the United States. They spring up so rapidly, and in such abundance, that I do not pretend to count them. The interest in which this meeting is held is one of deep significance. It is an exponent

of the spirit of the age. The fruits of the germ sown a quarter of a century since, is the key to the spirit of our day.

In glancing over the history of ages, we find that each epoch, each century, each, decade, has its own peculiar and appropriate work. The labor of the world is accomplished, as it were, by stages, and each division of time has had its part of the great highway to travel. In the earlier times men were isolated; the description of Ishmael—his hand against every man and every man's hand against him—befits the whole human race. Men lived romantic lives, and where each was his own priest, artificer and king, it was impossible to accomplish anything worthy of history. The first lesson of the world was that of aggregation—unity of effort and purpose—and in the fullness of time the minds of men were bent in that direction. Of course there was opposition, as there is to everything; it is the fuel which feeds progress. As a result we find the establishment of the great empires of antiquity; so powerful and so grand that we have not a peer for them in the nineteenth century. Even in the United States, at the time when the life of the government was assailed by traitors, and the blood of the nation throbbed to the music of the Union, we could not throw such armies into the field as did the Chaldeans and Persians. The result of this aggregation or infusion of a thousand wills into one is seen in the mighty ruins which stand upon the banks of the Nile and Euphrates—the silent marvels of the world.

But the civilization of the olden time was cumbrous, unwieldy, barbarous and heartless. It was only the alphabet in the great lesson of Providence.

The speaker then referred to Southern Europe, the home of the Greek, who is still, to some extent, a teacher. Greece was cut up by mountain ranges, which prevented the gathering of large populations. The architect of the universe was lavish in the gorgeousness of the landscape; the sky was blue above him as it was nowhere else blue; he was nursed into a perception of the beautiful in nature, and hence we look to him still as the master of this idea.

But the heartlessness of the civilization was shown in the fact that although the East had the idea of unity it was centered in one man—the King. When the despot died the power was frittered away. But in time the Greek civilization was mixed with the Roman, and jurisprudence was born—the idea of a State as distinct from the people—an idea which is kept alive and sacred even to the present. The speaker threw out these facts and ideas to show that we are now the rich inheritors of all the experience and education of the world, up to the present day, and as our opportunities and light are, so is our duty.

With the opening of the nineteenth century, we have new ideas. For eighteen hundred years Christianity has been in the world, but we had no idea what Christian principles were, or at least had not yet enacted those principles into the constitutions under which they lived. The patriots of 1776 said, "all men were born free and equal," but even they had not the courage or the prescience to graft the truth, in its full meaning, upon the tree of constitutional government, and, as a result, for ninety years we had a conflict, the dawn of the settlement of which is just breaking. The business of the century is to give this idea force and vitality. Anything that seems to recognize this idea—this privilege of allowing every man to make as much of a man of himself as he may or can—is recognizable as an indication of the spirit of the age.

In pursuance of this idea, the speaker said nothing was so democratic as the Normal School. It was the great leveler, but, thank God, it levels upward and not downward. The idea of the common school is, by some, thought to be the very highest type of democracy, and to some extent it is. But the Normal goes deeper than the Public School, and declares that not only shall all children have an opportunity of attending school, but

they shall have that opportunity under the most favorable circumstances.

The Normal School recognizes the differences in teachers, and seeks to remedy the defects. There are differences in instrumentalities. All children may have the privilege of going to school, but because you are wealthier than me, your child may be sent to a school where there is a better instructor, or one who better understands the principles of the profession. The Normal does away with this difference, and proposes to give the nation, without respect to rank or pay, the best of teachers. When a whole State goes to work at the founding of such a school, may we not say it is indeed an exponent of the spirit and genius of the age. This spirit has been at work, not in a corner but in broad daylight. Even in England, the land of precedents and heraldry, where everything new is discarded, simply because it is new, the elective franchise has been extended until it nearly approaches our own. For six years our whole country has been staked upon one issue. What was it? Politicians told us it was but a formal contest to restore the formal Union, but events were too mighty for politicians, and they were pushed to the wall, and the great idea of Liberty fought and conquered. In a short quarter of years, the manacles have been struck from four million pairs of limbs, and the ballot, which

"—Executes a freeman's will,
As lightning does the will of God—"

has been put into their hands. The extension of this latter over the whole country is only a question of time. It is as inexorable as the flight of years.

The speaker then proceeded to elaborate the work of a Normal School in its different points of befitting and preparing the teacher in detail. A lawyer may understand logic and a teacher may know Latin, but to make the knowledge useful one must know how to apply it to the rules of thought, and the other to the human mind. Another of its benefits was in the *esprit de corps* it infuses into teachers, and their work, giving them not only the theory, but with it the daily practice of their profession under the eye of experienced and able professors. Mr. Edwards then combated the objections frequently urged, and especially the one against this, of its location on one side of the State, and that its influence would be confined to the immediate neighborhood. Of the hundred, or ten, or five hundred who obtained instruction within its walls, each would be a nucleus in his or her locality, whereby its influence would be widened and its benefits enjoyed.

In conclusion, the speaker drew a magnificent picture of what the country would be in the years to come, when the idea of democratic education abounded in its fullness. Hope, whatever may be the actual reality, is the roseate atmosphere in which live all healthy persons; a misanthrope is the most unfortunate of people, and although hope deferred may make the heart sick, it still "springs eternal in the human breast." The address of Mr. Edwards was about an hour in length, and was marked with beauty of diction, purity and originality of thought, and a sublime correctness in delivery which showed that it was out of the abundance of the heart that the mouth spoke. It is everywhere spoken of as an able effort, and it is a pity that so fine an eulogy upon popular education is not made durable in manuscript: no mere abstract can at all do it justice.

This was a bright day for Indiana, especially for Indiana's educators. For the last ten years, perhaps, not one month has passed that some of their number have not talked about, written about, or wished about a State Normal School. The State Teacher's Association, organized in 1864, begun, in the second or third year of its existence, a systematic labor in

behalf of a Normal School, and has never ceased these labors, nor will it cease until the building is completed and filled with an earnest body of youths preparing to become future teachers in the common schools.

It is not our purpose, now, to give a history of the labors of the Association, but, on passing, may say that at different times committees were appointed to present reports touching the character and worth of Normal Schools; also, to present to the Legislature the importance and necessity of such a school in our State. The idea of such a school worked its way through the mind of the Legislature slowly, at first meeting with no encouragement whatever, but, like all new plans possessing merit, it in time gained favor. In the session of 1865, the friends of education believed the auspicious time had come, hence they resumed their efforts and the result was that the House Committee on Education determined to present the claims of such a school. Consequently, a bill prepared by the writer, with but slight alteration, was passed by the House and referred to the Senate, but did not pass the latter body until the special session in the fall of 1865. Thus, on the 20th day of December, 1865, the grand initiative step was taken, namely, a bill passed providing for the establishment of a State Normal School; and on the 9th ult. a second step in the line of advance was taken, namely, the laying of the "corner stone" of the Normal School building, and a short time hence, *Deo favente*, the third step will be taken, namely, the cap stone will be brought amid exclamations of joy and shoutings of "grace, grace unto it."

The prospect brightens before us, and the horoscope of faith reveals a future luminous with hope. Long have the friends of education toiled, often "sowing in tears," often baffled, yet steadily believing they should ultimately "reap in joy." In their efforts for the Normal, the first half of this poetic prophecy has been fulfilled, and the second half is being, and to be, fulfilled. With grateful hearts, let us all say, God be praised for the success *realized*, and for the greater success *promised*.

CIRCULAR FROM THE NATIONAL DEPARTMENT OF EDUCATION.

We suppose that most of our readers know that an act was passed by Congress, on the first day of last March, establishing a National Department of Education in Washington, D. C. We suppose it further known, that Hon. Henry Barnard, of Connecticut, has been appointed Commissioner of this Department.

Dr. Barnard has taken possession of the Department, and commenced work. Among his first acts was the issuing of the following circular. We hope all to whom this circular relates will exert themselves to secure and furnish the information sought:

CIRCULAR.

"The undersigned desires to obtain, as early as practicable, accurate but condensed information of the designation, history, and present condition of every Institution and Agency of Education in the United States, and of the name, residence, and special work of every person in the administration, instruction, and management of the same. Any response to this Circular, in reference to any Institution, Agency, or subject included in the following schedule, addressed to the *Department of Education, Washington, D. C.*, and indorsed "official," is entitled, by direction of the Postmaster General, to be conveyed by mail *free* of postage, and will be thankfully received by

HENRY BARNARD,
Commissioner of Education, Washington, D. C.

SCHEDULE OF INFORMATION SOUGHT RESPECTING SYSTEMS, INSTITUTIONS,
AND AGENCIES OF EDUCATION.

A. General condition, (of District, Village, City, County, State.)
Territorial extent, municipal organization, population, valuation, receipts and expenditures for all public purposes.

B. System of Public Instruction.

C. Incorporated Institutions and other Schools and agencies of education.

I. Elementary or primary education.

(Public, private, and denominational; and for boys or girls.)

II. Academic or secondary education.

(Institutions mainly devoted to studies not taught in the Elementary Schools, and to preparation for College or Special Schools.)

III. Collegiate or superior education.

(Institutions entitled by law to grant the degree of Bachelor of Arts or Science.)

IV. Professional, special, or class education.

(Institutions having special studies and training, such as—1. Theology. 2. Law. 3. Medicine. 4. Teaching. 5. Agriculture. 6. Architecture, (design and construction.) 7. Technology—Polytechnic. 8. Engineering, (civil or mechanical.) 9. War, (on land or sea.) 10. Business or Trade. 11. Navigation. 12. Mining and Metallurgy. 13. Drawing and Painting. 14. Music. 15. Deaf-mutes. 16. Blind. 17. Idiotic. 18. Juvenile offenders. 19. Orphans. 20. Girls. 21. Colored or freedmen. 22. Manual or Industrial. 23. Not specified above—such as Chemistry and its application, Modern Languages, Natural History and Geology, Steam and its applications, Pharmacy, Veterinary Surgery, etc.)

V. Supplementary education.

(1. Sunday and Mission Schools. 2. Apprentice Schools. 3. Evening Schools. 4. Courses of Lectures. 5. Lyceums for Debates. 6. Reading Rooms—Periodicals. 7. Libraries of Reference or Circulation. 8. Gymnasiums, Boat and Ball Clubs, and other Athletic Exercises. 9. Public Gardens, Parks, and Concerts. 10. Not specified above.

VI. Societies, Institutes, Museums, Cabinets, and Galleries for the advancement of Education, Science, Literature, and the Arts.

VII. Educational and other Periodicals.

VIII. School Funds and Educational Benefactions.

IX. Legislation (State or Municipal) respecting education.

X. School Architecture.

XI. Penal and Charitable Institutions.

- XII. Churches and other agencies of Religious Instruction.
 - XIII. Reports, and other publications on Schools and Education.
 - XIV. Memoirs of Teachers and Promoters of Education.
 - XV. Examination (competitive or otherwise) for admission to National or State Schools, or to Public Service of any kind."
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STATE INSTITUTES.

The four State Institutes held in July and August were successes. The first two, held respectively at Columbus and Ft. Wayne, were not so large as had been hoped. Indeed, the one at Ft. Wayne was small, unexpectedly small, the number not reaching fifty. The one at Columbus numbered over one hundred; the one at Terre Haute about one hundred and seventy; and the one at Richmond near two hundred and forty. This last was, by far, the largest Institute ever held in the State, and we think will compete strongly, in number, with any western State. We would not boast, yet we are of the opinion that this number has seldom been surpassed by any western State.

As to the management and efficiency of these Institutes, we can say they were good. The Superintendents, McRae, Smart, Olcott and Brown, were, without exception, faithful and efficient; the Instructors were, in the main, skillful; and the teachers (members of the Institutes) were unusually attentive, orderly and laborious.

We will not enter into details, as we hope to have the Secretary's report from each in time for this number of the Journal. To these reports the reader is respectfully referred for details.

In accordance with previous notice, opportunities for examination for State Certificates were given. Examinations were held at three points, Ft. Wayne, Richmond and Terre Haute. Six applicants presented themselves at those places, four of whom went through the work, two male and two female teachers. The papers not yet all being examined, the result of these labors can not now be announced, but will be in the next number of the Journal. The other two applicants did not prosecute the work to completion, but will most probably do so in future.

At each of these Institutes, in accordance with a previous call, we met a small number of School Examiners. These meetings were interesting and, we think, profitable but too small, in some cases discouragingly small.

It is to be regretted that so small a number of Examiners attended the Institutes. No better opportunities have been presented, in our State, from which Examiners might derive plans and suggestions for conducting the Institutes of their own counties.

We close this hasty notice of these Institutes with the expression of our clear conviction concerning the same, namely; that they have accomplished a highly valuable work for the educational interests of the State.

COUNTY INSTITUTES.

The Hamilton county Institute will open September 2d, and continue in session one week.

The Madison county Institute will open September 30th, and continue in session one week.

The Jasper county Institute will be held at Rensselaer, opening October 21st. We are not informed as to the places of the two former.

The Lagrange county Institute will be held at Ontario, in the first week in October. The Examiner, Mr. Patch, organizes a Normal class on the 26th of August and continues the session until October 4th.

Warrick county Institute opens, at Booneville, September 16th.

The Grant county Institute opens September 16th.

PERSONAL.—A. W. Weston, Principal of the Vernon Schools, Jennings county, has recently been elected to a Professorship in Hiram College, Ohio.

T. L. Adams has been elected Superintendent of the Laporte Schools.

The Superintendency of the Shelbyville Schools has been tendered D. E. Hunter, of Bloomington. Up to date (August 12th) he had not accepted the position.

Prof. B. F. Lang, formerly of Indianapolis, more recently of Kenyon College, Ohio, has resigned his Professorship in that College to take charge of a Female Academy in Portsmouth, Ohio.

Prof. S. A. Lattimore, formerly of Asbury University, Indiana, more recently of Genesee College, New York, has recently been elected to the Professorship of Chemistry, in Rochester University, New York.

Thomas W. Harvey, Superintendent of the Painesville Schools, Ohio, has recently been elected to the Superintendency of the Cleveland Schools, Ohio.

Prof. Rickoff, former Superintendent of the Cincinnati Schools, has recently been elected to the Superintendency of the same, vice Lyman Harding. Prof. R. has not as yet accepted, and most probably will not, the salary not being equal to the income of his present position.

Charles Anthen, LL. D., author of Anthen's Classical Dictionary, and publisher of several text books in Latin and Greek, died in New York, July 29th, aged 70 years.

TRUSTEES OF PIKE COUNTY.

At a recent meeting of the Township Trustees of Pike county, the following, among other resolutions, were passed:

Resolved, That we, the Trustees of the various Townships of Pike county, are in favor of, and do recommend, the levying of Special Tax until our Townships are supplied with school houses, and they well furnished.

Resolved, That we will hire no teacher who refuses or neglects to attend the Teacher's Annual Institute of Pike county, unless otherwise unavoidable, and it shall be the duty of the School Examiner to furnish those having attended the Institute with certificates of attendance.

Resolved, That we will keep the Township Libraries in places easily accessible for all the inhabitants of the Township.

It was recommended that the Trustees subscribe for the Educational Journal, edited by Professor Hoss, Superintendent of Public Instruction.

NATIONAL TEACHERS' ASSOCIATION.

From some cause unknown to us, or any one else with whom we have conferred concerning the subject, the National Association is not to meet this year. It is hoped that there is satisfactory cause for this non-meeting. At present we are not able even to conjecture the reason, consequently we must, for the present, leave our readers without light on this point.

COMPLIMENTARY.

[The following handsome compliment is paid to James R. Hall, by Hon. Will. Cumbback, recent President of the School Board in Greensburg, Decatur county. Having the privilege of publishing this letter, we present it as a handsome tribute to a worthy teacher.—ED.]

GREENSBURG, IND., July 22, 1887.

Hon. G. W. Hoss, *Superintendent Public Instruction*.

DEAR SIR:—I beg to say that our Public School has closed for this summer. The past year has been, for it, one of great success; more so, indeed, than any previous one.

I wish to say that for that success we are indebted to the faithfulness and efficiency of James R. Hall, our Superintendent. It is true that the teachers, one and all, were competent and faithful—none better—but you know that the success of a school like ours depends mainly upon the kind of a Superintendent that stands at the helm. Mr. Hall, as a disciplinarian, is without an equal, in my opinion. He looks after every want of the school and scholars, and reduces the whole routine of school work to perfect order and system. He will allow no destruction of the School property, or any marking of desks, or hieroglyphics on the walls of the school house, inside or out. His success in this respect is wonderful. Since he has had the care of our school house and grounds, we have had no bills for repairs. In former times our bills in this regard were by no means small. He teaches for the love he has for the work, and as he is well qualified for the work, and is a sincere and devoted Christian, it is by no means a matter of surprise that he is so successful.

I deeply regret that he has decided not to take the charge of our school next year. He will succeed wherever he may go, and I bid him and all

engaged in the great work of training the young minds of Indiana, "God speed."

I am, as ever, your friend,

WILL. CUMBAOK.

ALCOHOLIC MEDICATION.

In an essay which obtained the prize of two hundred dollars, and which Dr. Churchill said displayed great research upon the subject of the effects of Alcohol, Dr. Bell comes to the following conclusions:

"1. The opinion so largely prevailing as to the effects of the use of alcoholic liquors, viz., that they have a marked influence in preventing the deposition of tubercle, is destitute of any foundation.

2. On the contrary, their use predisposes to tubercular deposition.

3. Where tubercle already exists, Alcohol has no effect in modifying the course usually run by that substance.

4. Neither does it mitigate the morbid effects of tubercle upon the system in any stage of the disease."

Professor Youmans, of New York, says: "It has been demonstrated than alcoholic drinks prevent the natural changes going on in the blood, and obstructs the nutritive and reparative functions.

Chemical experiments have demonstrated that the action of Alcohol on the digestive fluid is to destroy its active principle, the pepsin, thus confirming the observations of physiologists, that its use gives rise to the most serious disorders of the stomach, and the most malignant aberrations of the entire economy.

It is evident that, so far from being the conservator of health, Alcohol is an active and powerful cause of disease, interfering as it does with the respiration, the circulation, and the nutrition; nor is any other result possible."—*New Republic*.

PARENTAGE OF DISTINGUISHED MEN.

Columbus was the son of a weaver, and a weaver himself.

Rabelias, son of an apothecary.

Claude Loraine was bred of a pastry cook.

Molier, son of a tapestry maker.

Cervantes was a common soldier.

Homer, son of a small farmer.

Demosthenes, son of a cutler.

Terence, a slave.

Oliver Cromwell was the son of a brewer.

Howard, an apprentice to a grocer.

Franklin, a journeyman printer, son of a tallow chandler and soap-boiler.

Dr. Thomas, Bishop of Worcester, son of a linen draper.

Daniel Defoe was a hosier, and the son of a butcher.

Whitfield was the son of an inn-keeper at Gloucester.

Sir Cloudsley Shovel, Rear Admiral of England, was an apprentice to a shoemaker, and afterwards a cabin boy.

Bishop Prideau worked in the kitchen at Exeter College, Oxford.

Cardinal Wolsey was the son of a butcher.

Ferguson was a shepherd.

Dean Tucker was the son of a small farmer in Cardiganshire, and performed his journeys to Oxford on foot.

Edmund Halley was the son of a soap boiler at Shoreditch.

Joseph Hall was the son of a farmer at Ashleh de la Zouch.

Lucian was the son of a maker of statuary.

Virgil was the son of a porter.

Horace was the son of a shop keeper.

Shakespeare was the son of a wool-stapler.

Milton was the son of a money-scrivner.

Pope was the son of a merchant.

Robert Burns was the son of a ploughman in Ayrshire.

Henry Kirke White, the poet, was the son of a butcher.

The poet, A. Kenzie, was the son of a butcher.

Gen. Jackson was the son of a landless farmer, i. e., a tenant.

"SOWING WILD OATS."

There is a popular belief that every young man, and even many young ladies, must devote a portion of life to idleness, frivolity, and sometimes to popular sinning. Consequently, when the teacher or other thoughtful friend would restrain this waywardness, the too indulgent parent often apologizes by saying never mind, they are only "sowing their wild oats." That is as much as to say every youth is expected to be allowed a period of non-restraint and recklessness. Surely this is a charitable philosophy, charitable even to a fault. This fault is significant when viewed alone, but alarming when viewed in the light of another and opposing fact, namely, that *what they sow they shall also reap*. Experience assures us of this. More, we have the declaration of scripture in the following solemn words: "Be not deceived, for God is not mocked; whatsoever a man soweth that shall he also reap."

Thus the thought is double, it includes both *sowing* and *reaping*, and in the latter lies the solemnity. The sowing is unwise, but the reaping is dangerous: often ruinous. This ruin lies in two important facts, first, that the harvest is greater than the sowing, and second, that it comes later in life. If, in the moral world as in the physical, he who sows one reaps ten or a hundred, then harvest day becomes a matter of fearful consequence. Therefore, let every youth remember that while he sows *one* folly he may reap *ten*, or even a hundred.

Second, he will reap in advance life when he may have little relish and less strength for the harvest. The intemperance or debauchery of youth may yield a harvest of ill-health and degradation in after life that both oppress and dishonor age. Therefore, let every parent be cautious how he apologizes for the waywardness of his son, ever remembering that if that

son sow wild oats, he must reap wild oats. More, that if he "sow iniquity he shall reap vanity; yea, more, that if he sow the wind his harvest shall be the whirlwind."

Young man, I therefore entreat you beware that you do not sow in youth what you do not wish to reap in age. Heed the words of instruction, and sow knowledge that you may reap wisdom; purity that you may reap happiness. E. D.

Among the "items" in the Fort Wayne *Democrat* we find the following, which we could scarcely believe of our esteemed friend, and hope he will remedy this aspersion of his character, soon:

"Prof. J. H. Smart, Superintendent of Public Schools; a tall, elegant bach. of say thirty-five or eight; light side whiskers and moustache; a fine overseer of youthful culture; has dodged the matrimonial noose too long; might be caught if worked fine."

STATE NORMAL INSTITUTE,

HELD AT RICHMOND, IND., JULY 29 TO AUGUST 9, 1867.

The Institute was called to order, and opened by appropriate exercises, at 9 o'clock, July 29th.

S. G. Freeman was appointed Secretary, and seventy-six names were enrolled. The number increased, in the afternoon, to one hundred and five.

The entire enrollment was two hundred and forty-one, all of whom were members of the Institute. *One hundred and fifty-seven* were from Wayne county, *seventy-eight* from Richmond and *seventy-nine* from other parts of the county. Seventeen were from Henry county, thirteen from Marion, and fifty-four from other parts of the State and Ohio.

The work of the Institute was commenced with promptness, and carried on with the same spirit to the end. A good degree of enthusiasm, good feeling and professional pride were manifest at the beginning, and were maintained to the close, with a gradual increase as the time passed.

The instruction given was confined chiefly to school room work. It was practical in character, of a high order, and was given in a masterly manner.

The work of instruction was done principally by Miss A. P. Funnelle, Thomas W. Harvey, John Hancock, Hiram Hadley, William A. Bell, Geo. P. Brown, Daniel Hough, A. C. Shortridge, Miss N. Cropsey and Miss Mary Bradshaw.

The Institute was addressed at various times by Hon. G. W. Hoss, Dr. Cyrus Nutt, Barnabas C. Hobbs, M. R. Barnard, Hon. David N. Camp, J. F. Spencer, (of Knoxville, Tenn.), D. E. Doggett, (of Columbus, Ohio,) Thomas Charles, J. M. Coyner, and Elisha M. Butler. Afternoon lectures were read by Rev. J. D. Severinghaus, John H. Elder and Ebenezer Tucker.

Evening lectures were delivered by John Hancock, Rev. L. W. Chapman, Hon. G. W. Hoss, Thomas W. Harvey and Dr. Dougan Clark.

The money receipts were \$432.50. The expenses, so far as at present adjusted, \$226.10. Balance on hand, \$206.40.

It is proposed to publish the proceedings in full, in pamphlet form.

J. H. B.

STATE NORMAL INSTITUTE, No. 4.

TERRE HAUTE, August 16, 1867.

The Institute was organized July 29th, at 9 o'clock A. M., and continued in session two weeks, with J. M. Olcott, Superintendent; William H. Wiley, Secretary and reporter for the *Terre Haute Express*; W. W. Byers, reporter for the *Terre Haute Journal*; and William H. Valentine, Treasurer.

The number of teachers enrolled during the session of the Institute was fifty-two males and one hundred and nineteen females—total, one hundred and seventy-one.

The instructors were T. W. Harvey, of Painsfield, Ohio, and John Hancock, of Cincinnati, on "Theory and Practice, Arithmetic and Grammar; E. C. Hewett, of Normal University, Illinois, on History and Geography; Miss A. P. Funnelle, of Indianapolis, on Primary Instruction; R. S. Bosworth, of Terre Haute, on Experimental Philosophy; D. E. Hunter, of Bloomington, on Map Drawing; M. Z. Tinker, of Terre Haute, on Music; J. A. Peasley, of Columbus, Ohio, on Penmanship; and William H. Wiley, of Terre Haute, on Reading. Mr. Hough, of Cincinnati, gave two lessons on Arithmetic and one on Composition writing. Prof. Tingley, of Greencastle, gave one lecture on Physiology.

There were five public lectures during the Institute, by the following persons, viz.: C. C. Nutt, D. D., President of State University, T. W. Harvey, Painsville, Ohio; E. C. Hewett, Normal University, Illinois; G. W. Hoss, Superintendent of Public Instruction; and D. E. Hunter, Bloomington, Indiana.

The Institute, besides doing much other work, had three very pleasant socials, and, on Saturday of the first week, enjoyed a *pic-nic* and *basket dinner*, at the new Fair Grounds, at the expense of the liberal citizens of Terre Haute.

The Committee on Resolutions reported the following:

Resolved, That unto Almighty God, the Maker and Ruler of the Universe, the Dispenser of every Good and Perfect Gift, are due the humble thanks and sincere gratitude of our hearts for the beneficent care He has extended over us during our convocation; for the harmony He has granted us in our deliberations; for the success He is giving the cause of education; and for the protection He has vouchsafed unto our great and mighty nation.

Resolved, That we return our heartfelt thanks to our worthy Superintendent of Public Instruction, the Hon. G. W. Hoss, for his untiring zeal

in his endeavors to make the Normal Institute a grand success, and for the able manner in which he is conducting the *educational* affairs of our State; unto the Superintendent, J. M. Olcott, and other officers, for the masterly manner in which they have conducted this Institute; unto the various Instructors, for the earnest and able manner in which they have striven to enlighten our minds, elevate our thoughts, and incite a noble ambition and a true love for our glorious mission; unto the Trustees of the City School, and of the several Churches, and unto the proprietors of the Terre Haute House and Dowling Hall, for the use of their buildings; unto the residents of this city for their cordial welcome, and kind entertainment of us among them; unto the various railroads which have granted us free returns; and unto the city papers for their kindly notices, and the regular publication of our proceedings.

Resolved, That we highly appreciate the great worth of Normal Institutes, that we will return to our several fields of labor with, we trust, higher hopes, and more untiring zeal, to engage again in the work of preparing pupils to be noble men and women; and that we recommend the holding of similar Institutes in the State next year.

A. ODEL, *President*,
WM. T. CRAWFORD, *Secretary*,
EMMA BROWN,
HANNAH TOBEY,
ALICE SECREST.

The foregoing were adopted unanimously.

Prof. Olcott made some concluding remarks, thanking the Institute for their promptness in obeying his regulations, and for their kindness and courtesy toward the various Instructors.

The Institute then adjourned *sine die*, by singing the Doxology.

WILLIAM H. WILEY, *Secretary*.

THE STATE TEACHERS' ASSOCIATION.

Where shall we hold the Thirteenth Annual Meeting of the State Teachers' Association? The rules of the Association make it the duty of the Executive Committee to hold the Annual Meeting at the town or city which shall offer the best inducements, by way of entertainment. We are now ready to receive propositions. Send your claims immediately.

J. M. OLCOTT, Terre Haute, Ind.,
Chairman Executive Committee.

Madison county Teachers' Institute will open Monday, September 30th, and continue five days, at Anderson, Indiana.

O. P. STONE, *Examiner of Schools, Madison County*.

T H E
INDIANA SCHOOL JOURNAL.

October, 1867.

Volume XII.	GEORGE W. HOSS, Editor.	Number 10.
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KANSAS.

BY THE EDITOR.

In the hot days of the latter part of August, I made a short trip to the State of Kansas. So well pleased was I with what I saw and otherwise learned, that I felt constrained to tell some of these things to my friends. Hence this article. Though this article is not wholly educational, it is hoped it may not be without interest, especially to those who may be thinking of pitching their tents on the rolling prairies, towards the setting sun.

I. SOIL, SURFACE AND PRODUCTS.

The soil in the eastern half the State is, in general, of remarkable richness. It is claimed that the western portion is not so fertile. From observation, I have no facts concerning the western half of the State. In the eastern portion, the soil is usually classed as follows: alluvial; alluvial with a small amount of sand; alluvial with a small amount of clay. The first of these is found in the bottom lands of rivers and other streams, the other two on the uplands—the former chiefly on a sand-stone base, and the latter on lime stone. The lime-stone land is both richer and more durable, also, is less liable to wash. (Sharp land buyers are very careful to avoid lands that “wash.”)

The surface of the country is remarkably and beautifully undulating. So varied and continuous are these undulations, that you are constantly reminded of "Hogarth's waving line of beauty."

So striking is the beauty consequent upon this element, that each successive undulation suggests the poetic words of Keats—"A thing of beauty is a joy forever." This is the character of all of that portion of the State which I saw, and inference and information affirm the same concerning the most of the remainder. There is scarcely any wet land in the State.

The products of the soil are those common to the western States, with, perhaps, the favorable difference of fruits. It is claimed that grapes, peaches, strawberries, and other delicate fruits do unusually well. As evidence of the productiveness of the grape, it may be stated that a gentleman, who was poor, started a vineyard near Lawrence a few years since, and now he is *wealthy*. It is estimated that the average yield of corn this year will be above fifty bushels per acre. Wheat is estimated at twenty-two bushels per acre; potatoes and oats yield in the same ratio.

Touching the productiveness of the soil, it is a common remark, that this is the place where the "farmer's work is easy."

II. TIMBER, ROCK AND COAL.

Timber is scarce. It is seldom found save along the streams. It is usually short, often not rising above 20 to 50 feet. This a defect, yet not so great as it first appears. The relief is found first in the fact that on all brooks and ravines where there is now no timber, a young growth springs up immediately when the fires of the prairies are checked. Further, the growth of timber is of remarkable rapidity, consequently becomes timber in a short time. Trees are now being planted and cultivated. The Legislature has wisely offered a premium of two dollars per acre for every acre of timber grown.

Rock is abundant; so abundant that stone fences are quite common. Stone houses, churches, school houses, and residences are numerous. Let it not be inferred, however, that rock is scattered promiscuously over the surface, and is therefore in the way of the farmer. Such is not the fact. It is found in ravines, in sides of the hills, cropping out at the brow of the hill or bluff. On passing a few feet from the brow of the hill or bluff, all traces of rock dis-

appear, unless the soil be thin, in which case rock may appear on the surface at a distance of fifty or eighty feet, and, in extreme cases, beyond this. The rock in Douglass, Franklin, and Jefferson counties, is chiefly lime stone; in some counties it is sand stone.

Coal is claimed to be abundant and superior in some portions of the State. A geological survey is now being made which, when completed, will give fuller and more reliable data on this subject.

III. CLIMATE AND HEALTH.

Of course a short stay of a few days in a State furnishes no reliable data by which to judge of the important and difficult matters of climate and health. But combining inquiry with observation, something may be learned.

My observation and inquiry furnished me the following: The thermometric temperature at Lawrence is, in summer, about 8° above that at Indianapolis; the thermometer sometimes reaching 100° , and for several days during the summer reaching 96° . But there is almost constantly a pleasant breeze, thus neutralizing the sensible effects of this heat; as it were making the *sensible* heat less than the *thermometric* heat. Consequent upon this fact, the temperature in properly ventilated rooms or offices, is as pleasant when the thermometer is 96° as it is in Indianapolis when it is 90° or even 88° . On summer nights the thermometer descends lower than it does at Indianapolis, consequently sleep is more sound and refreshing. Indeed, the refreshed sleeper might, each morning, give thanks in the beautiful language of the poet, for the nightly return of "Tired nature's sweet restorer, balmy sleep."

The surface of the country being rolling, and the breezes almost constant, the atmosphere is of much more than average dryness. Consequent upon this dryness, and other causes, the climate is claimed to be in a *high degree healthy*.

Touching the matter of health, I must of course, rely on testimony. This testimony, however, is given with significant unanimity in favor of the healthfulness of this climate. In every case of my inquiry, whether the party was from Massachusetts, New York, Michigan, or Indiana, he gave preference to Kansas, and, in some cases, with marked emphasis.

IV. EDUCATION.

Young as this State is, she is making remarkably liberal provisions for education. Every eighteenth section of land is set apart for common school purposes. This doubles the amount in Indiana, she having but one section in thirty-six. It is also provided by statute that any district may levy a local tax of 50 cents on the hundred dollars for tuition; also, the same amount for building purposes. Consequent upon this latter provision many superior houses have been built and others are being built. In the larger towns and cities the houses range in price from \$4,000 to \$50,000. At the present time Leavenworth, populating about twenty-five thousand, is completing a building containing thirty rooms, at a cost of \$50,000.

The provisions for State institutions have been early and liberal. Three State institutions are already in successful operation, namely, the State University, the Agricultural College, and the Normal School. These are located respectively at Lawrence, Manhattan, and Emporia. The State University building cost \$50,000.

The various churches have been quite as active as the State. Each of the following denominations has its institution located as follows:

Old School Presbyterian, Highland University, located at Donaphan.

United Brethren, Lane University, at Lecompton.

Congregationalists, Lincoln College, Topeka.

Baptists, Ottawa University, Ottawa.

Reformers, Western Christian University, Ottumwa.

Methodists, Baker University, Baldwin City.

Added to these are several female academies and colleges, whose names and locations I did not learn. In this connection, I take pleasure in informing many of his former friends in Indiana, that Prof. E. J. Rice is President of Baker University. Prof. Rice was the acting President of the State University last year, and in August last was elected President of Baker University by a unanimous vote of the Board. This is a high compliment to one who has been in the State but one year.

This institution, in point of number of students, is one of the largest, if not the largest, in the State. It has a beautiful location, in a beautiful section of the country. The new building now under process of erection, is to be 60 by 80 feet, and four stories

high. The walls are to be of stone. When completed it will be a handsome, substantial, and commodious edifice.

BY WAY OF CONCLUSION

I may sum up this article by giving an opinion that will cover all points touched and untouched, namely: *Kansas is a State that will do to emigrate to.* It is an enterprising, growing State, and in time, and at no very distant time, will be a *great State.*

LETTER FROM HIS EXCELLENCY, GOV. BAKER.

EXECUTIVE DEPARTMENT,
Indianapolis, September 7, 1867.

MR. EDITOR:—The progress of the cause of popular education in Indiana can not fail to be gratifying to every citizen of the State who has faith in human development, and confidence in the ability of our people to govern themselves.

The deep and increasing interest which the teachers of this State are taking in their profession, in the improvement of its members, and in elevating the standard of professional attainment and qualification, is one among the many encouraging signs of the times which should receive an appreciative recognition from the people all over the State.

Let us, in every proper way, encourage these devoted men and women who are showing that they appreciate the dignity and importance of their calling, by diligently laboring to better qualify themselves to train the mind and mould and fashion the characters of our children.

Flattery is the food upon which knaves feed fools; but a manifestation of a proper appreciation of patient unaustentatious labors for the public good is just and wise, and by it the best of minds and the purest of hearts are encouraged and stimulated to renewed efforts.

During the year ending September 15, 1866, as is shown by the report of the Superintendent of Public Instruction, fifty-eight Teachers' Institutes were held, at which three thousand five hun-

dred and thirty-three teachers received instruction in the practical duties of their vocation.

These Institutes were held under the supervision of the County Examiners of the counties in which they were convened, in pursuance of the provisions of a late act of the Legislature requiring Examiners to hold, or cause to be held, a Teachers' Institute in their respective counties, at least once in each year.

The only provision made by law for the payment of the expenses of these Institutes is, that from \$35 to \$50 (according to the number of persons in attendance) may be drawn from the county treasury of each county in which they may be held.

When the great inadequacy of this provision to meet the actual expenses of these Institutes is considered, the fact that more than 3,500 teachers attended their meetings in 1866, shows conclusively that these teachers are thoroughly imbued with the spirit of progress, and deeply solicitous that they may be fully qualified for the performance of their high and responsible duties.

During the present summer, too, in addition to the Institutes contemplated by the statute, to which allusion has been made, four voluntary Institutes have been held, the exercises of each extending through a period of two weeks, the aggregate attendance being more than 500, and all the expenses being borne by the teachers in attendance. Apart from the ministry, no other profession could command such an attendance of its members upon meetings called purely for the purpose of professional improvement and the elevation of the standard of professional attainment.

These things, with other causes tending in the same direction, have resulted in a manifest improvement in the teachers of our public schools, as well as in the modes of teaching employed.

Another indication of our educational progress is seen in the improvement of our school architecture, and in the increased attention which is given to the subject of making our school houses comfortable and attractive.

Indianapolis, Fort Wayne, Kendalville, Shelbyville, Evansville, Greencastle and Tipton (with perhaps other places to which my attention has not been called), have manifested an interest in providing elegant and commodious school buildings for the children of their respective communities, which is in the highest degree commendable, and shows that these cities have largely partaken of the liberal, progressive spirit of the age.

Another indication of progress is the establishment of a State Normal School, under the act passed at the special session of the General Assembly, in 1865.

In pursuance of the provisions of that act, the Institution has been located at the city of Terre Haute, and the building is now in process of erection. The dimensions of the building are 190 by 114 feet, height 67 feet above the basement, divided into three stories. I know, doubts have been expressed, even by some of the friends of education, as to the utility of such an institution; but, for my own part, I feel assured that if it does not prove successful, useful and popular, it will be the fault of its management, and not because the idea that it is important and necessary to have an Institution in which teachers shall be fitted for their profession, is founded in error.

With such gentlemen as now have the direction of the Institution, and with the experience of other States before us, it is hardly possible that any serious mistake can be made in its management.

If to the foregoing we add the recent restoration by the State to the School Fund, of moneys diverted in former years and applied to other purposes, and the improvements made in the management of our school funds within the last three years, I think it will be obvious to all that our educational interests are progressing in a more satisfactory manner than at any previous period in the history of the State.

That they may continue thus to progress and prosper is an object worthy of the best efforts of all our people.

Respectfully yours,

CONRAD BAKER.

FORM, OR ELEMENTS OF GEOMETRY CONSIDERED AS A SUBJECT OF PRIMARY INSTRUCTION.

BY MISS A. P. FUNNELLE, Prin. of Indianapolis Training School.

In order to secure the successful presentation of any subject in the school room, it is desirable that the teacher have, 1st.; a broad and clear comprehension of the relative position and importance of the subject in the curriculum of study. 2d. Of the results to be

gained by a course of instruction in that subject. 3d. A well defined plan of the methods to be employed in presenting it, from the simplest lesson in the first step to the completion of the course this plan to be based on the philosophical principles which underlie all successful teaching.

Geometry has too long held a well-defined place in advanced courses of study to need a word with reference to either of these but the introduction of Form, or the Elements of Geometry, as subject-matter for primary instruction is of comparatively recent date, and a few suggestions as to the utility of such a course, and the methods to be employed, may not be unacceptable to those who wish to make the ordinary primary course more comprehensive and objective.

First, then, as to the utility of the subject, what results are to be gained?

Like those of every other subject of primary instruction, they are two-fold: 1st. Mental Development and Discipline; 2d. the acquisition of those facts which lie at the foundation of science.

Considered as an educative power, its importance will be recognized at once. It is through the senses that we first reach the mind, and no other property is more quickly or pleasantly cognized by this senses than that of form. By some prominent educators it is considered the first of which the dawning intelligence of the child takes cognizance. Our first work with little children is to cultivate the senses, and we can only do this by bringing them into actual contact with sensible objects. The child is brought, therefore, to distinguish the forms of objects, not the more common and obvious forms only, but to observe accurately and detect nice differences. And he is not only led to see but to express the result of his observations in appropriate language. He is also led to delineate the forms which he sees, for drawing should go hand in hand with form. Having learned to distinguish straight and crooked lines, angles, triangles, etc., as represented in tangible objects, his next work and pleasure is to make them, at first singly and then in combination. By allowing the child to combine the actual forms as represented in pieces of wood, paper, &c., and giving a little assistance, he soon learns to invent new and pleasing combinations, and represent them neatly by lines.

Lastly, this is a subject which appeals strongly to a child's quick perception of, and love for, the beautiful. It is not the intangible

abstractions of the geometrician with which he has to deal, neither is it alone in artificial objects—his ball, his hoop, his kite, slates, frames, windows, &c., that he discovers this property of form, but in the living, breathing forms of nature. The rounded form of the seawashed pebble, the wonderful convolutions of the twisted shell, the floating cloud, the drifting snow, the curling tendrils of the climbing vine, the sweeping curves of the eagle's wing, the delicate tracery of the frost, the infinite variety of forest leaves, in all of these he sees the "line of beauty," and the "line of grace."

Briefly, then, we may state the results of the first named class to be these:

1. The formation of a habit of careful and minute observation, and through this the cultivation of the perceptive powers.
2. The cultivation of the power of language.
3. Development of the judgment and reason.
4. Cultivation of the imitative and inventive powers.
5. Development of the capacity to perceive and enjoy one of the chief elements of beauty in nature and in art.

We might add as involved, though not specified in the foregoing, that habit of exactness in thought and expression which is one of the best results in the study of Geometry. The child begins in these lessons in learning to frame for himself the exact definitions required. We have named, as the second general result to be gained by these lessons in form, the acquisition of facts which form the foundation of science. This includes much of the nomenclature of Geometry and some of its simplest definitions, and prepares the way for the attainment of the abstract conceptions of the science-proper. And if the pupil never continue the study, he has gained enough in the addition to his vocabulary of terms almost necessary in the description of common, to pay for the time spent on the subject.

The general plan or method for the lessons, the special directions for the application of this plan, with the lessons illustrative of the method, must be deferred to a succeeding number of the JOURNAL,

MUSIC IN SCHOOLS.

By W. S. S.

[Extract from a paper read before a meeting of Teachers in Marion County.]

* * * * *

Importance of Music in Schools. Who that has seen the school can question this?

Its effect alone in awakening the sympathies of the pupils toward one another, is richly worth the effort of any teacher to inaugurate and maintain it. It has that peculiar power to refine the feelings and subdue the passions which no other exercise can boast. Did you ever see a great singing teacher, but that he had a tender heart? Martin Luther is a fine example, and his philanthropic spirit knew no higher joy than to breathe forth its sentiments in music. It was his well grounded opinion that, next to a knowledge of the Bible, the knowledge of Music is the first of the arts. This is his own language: "Music is the art of the prophets, the only one which, like theology, can calm the troubles of the soul, and put the devil to flight." Hence, if teachers would have their pupils love one another and reverence them, there is no better way to bring it about than by encouraging this art. I remember the strongest impressions that were ever made upon my youthful mind. They were the result of Sunday school singing. My first appreciation of the wisdom and goodness of the Creator was derived from singing this little song:

"How beauteous is the earth! How bright the sky!
How wisely planned by Him who reigns on high!
His love is rich and free, a boundless store,
Praise the Lord! praise the Lord forever more."

Then again, my chief warning against idleness, and in favor of diligent study, I received from this, which I learned in the same manner:

"Little boys when you grow to be men,
And fill some useful station,
If you should be once found out as a dunce,
O! think of your vexation!"

These I learned and sang in the Sunday-school; for even in that day but few of the day-schools knew such a thing as singing. Thus in these weekly exercises, many, very many, of the most important impressions of my life were made. Judging others by myself, I am free to believe it is the case with the majority of the world. How much more then, could be done by a daily exercise of the same kind? But it is useless further to argue its importance. The world has already seen it, and to-day we have scarcely a school worthy of the name which does not practice it. The mistake now is in quality, not in quantity. Though there may be some who do not sing enough, yet nearly all sing more or less, and the point is now, do they make the practice as beneficial as they might? Do they develop the principles of the science as they practice the art? I fear not, and in this neglect they forfeit the golden opportunity. Just then and there is the best time to turn such exercise to a practical advantage.

Suppose the singing exercise occupies twenty minutes per day—which it should by all means do—in that time you have sung four or five pieces, written in some little book in which the music is also written. The pupils are thus brought into contact with written music continually. Yet how many of them know it? There are some indeed, who are well advanced in grammar, and yet do not know of such a thing as *written music*. Then as a first lesson you can tell them that the tune *is written* in the book. The question naturally arises in every little mind, "Where is it?" "How is it?" "How can they write a tune?" etc. What teacher could not tell of the five horizontal bars, and the included spaces which constitute the staff? Draw it upon the blackboard, and tell them it is the same which they see in their books. All this will not occupy more than two of the twenty minutes; yet you have awakened an interest worth all the exercise besides. This is not at all difficult, nor would it be difficult to develop the whole subject in this simple way; each day adding some new thought, and each day dropping some hint to excite their curiosity anew. Thus a few words at each exercise, a little drill on the principles, and frequent reviews, will effect more than we think. I would recommend great care in giving these exercises. For instance, in the practice, criticise closely the pronunciation, the expression, and all that is wrongly done. In naming the syllables of the octave, do not allow them to say *sul* and *lu* for *sol* and *la*. Do not allow them to form the habit of

drawling, etc. All these things are more easily corrected now than after the habit is formed. But enough on this. By this daily drill in the progressive style, it will not be long until every scholar can tell the key note by the flats and sharps appended, in their little songs. The main point is now gained—the main thing accomplished.

Thus music might be associated with the common school, and not only would it be the means of refining the feelings of the pupils and teachers, but it would strengthen their better aspirations. If all our common schools were blessed with such exercises each day, we would not be obliged to hire our church music ground out of an artificial organ. But the organs which God has made would be the organs called into His worship.

And let us look at this subject mathematically. A man's knowledge of music—if he has any—generally comes by way of a course of lessons, varying from eight to forty-eight, and it costs him proportionally from two to fifty dollars in tuition, besides much hard study. But if such a course were adopted in the common school, such expenses would be superfluous. Scarcely any child, in this latter day, arrives at maturity without from five to ten years of schooling. Considering each school year to equal two hundred days, and one such lesson each day, instead of eight or forty-eight, each child would receive from one to two thousand lessons. This, of course, is from mathematical premises, and will not hold entirely good in practice; but it illustrates an important fact, viz: that more could be acquired at a less expense in this way than in any other.

Go among the Germans, where their youth are made to do the singing, and listen to their silvery voices. You comprehend not a word of the sentiment of their singing, yet you are charmed and enraptured by their perfect harmony. Richly would we be rewarded if our youth could do as much. But words are feeble instruments to express so beautiful a thought. We ought to see it represented by the clear letters of living reality. We should make a practical trial of it, and then we could, with a proud satisfaction, behold the result. Just now, while every other thing in the scholastic world is being improved, this important and vital subject ought to receive attention. We have introduced map drawing, and other improvements; why not music? Has the eye any better right to be pleased than the ear? We must answer, no.

Then teachers must make an effort in this work. Do not say

you are "not qualified," "have no taste for music," &c. I have heard people make such excuses more than once. You do not accept such excuses from your pupils. Shall such be accepted from teachers? We think not. If you persist that you have no taste, our answer must be, work without a taste.

Many teachers have no taste for mathematics or geography. But that does not exempt them from the duty. The children *have* a taste for music, and it ought to be cultivated.

The school room is the best place for this cultivation, and the school teacher is the best agent for its accomplishment.

[From the Good Templar.]

EARLY TRAINING.

The school house is the alma mater of the people, where strong-hearted yeomanry graduate and go out into the strife and battle of life. The more school houses and rightly conducted schools we have, the fewer prisons. It is much better and cheaper to educate the boy than it is to imprison and hang the man. Keep the mind pure by inculcating the great principles of virtue and morality, and after-life will bring forth the fruits. School books are cheaper than fetters, and good teachers than jailors and courts. Let all remember that our free-school system is one of the noblest institutions of our country. Though but feebly supported in proportion to what it should be, yet it is wielding a power that can not be estimated.

The common school is pronounced the under strata of good society and good government. Governments that are not based on, and supported by, the intelligence of the people, must fail. Ignorance begets vice, and vice leads to ruin. As there is a power behind the throne, so there is a power beyond the school room—a power deeper and stronger. "France wants mothers," said Napoleon. Let our nation have the right kind of mothers, and they can point to their jewels as did the mother of the Gracchi. The fireside is the great primary school, and the lessons there taught the yielding mind of childhood will defy all other influences, and when the mind hardens into the granite of maturer years, the early impressions remain to guide, console and comfort the heart. Those anchors dropped so deeply into the still waters of innocence and trust, may be wrenched out in the storms and conflicts of after years, but there

will be calms when the love-light of a mother's eye, the first teacher, like a beacon light, will beckon the wanderers back to virtue and peace.

"All that is good in me to-day I owe to my mother," said John Q. Adams, shortly before he fell at the post of duty. "The lessons my mother taught me has had much, yes, all, to do with my success in life," said a United States Senator, after a long and successful public career. Is it not beautiful to contemplate the hearth-side influence when properly wielded, but sad and melancholy when not? The future of the man or woman all depends upon the education received in the nursery and around the fireside. The words of the mothers of the revolution were more to be dreaded by England than the cannon upon the smoking bulwarks, and when strong men turned to betray and stab their country, woman stood unshaken, and wrestled with the great Jehovah for the triumph of right.

Our common schools are great institutions, but they only train the young to practice the precepts taught at the fireside. Give to virtue, religion, truth, sobriety and honesty all the influence of our homes and schools, and foster them by a fearless pulpit and an untrammelled, independent press, and the vices of the age will give way. Drunkenness, with all the degrading vices that deprave the human heart and blacken the character of man will be forced to yield to the intelligence and virtue of a properly trained generation. Responsible and great is the duty that devolves upon the parent, and much will be required of the teacher. *

BOOK TABLE.

History of the Thirty-Ninth Congress of the United States.

By WILLIAM H. BARNES, A. M., Author of the "Body Politic."
Indianapolis: Macauley & Co.

This work is composed chiefly of the doings and sayings of the thirty-ninth Congress. Of these two divisions, sayings form the principal part. The work, therefore, of the author has been mainly that of the judge; i. e., after examining the speeches of Congress, he was to judge what speeches, and what portions of speeches, would be of merit, interest, and profit to his readers. This is at once a difficult and delicate work. Difficult and delicate, however, as this work was, it is our deliberate judgment that it has been ably

performed. The author, though trained in the more elegant literature of the college, has, in this work, shown a discriminating judgment in the rougher literature of Congress.

No one who has any interest in the dying throes of the dead rebellion, or any interest in the great issues of the hour, can read this work without delight and profit. In the language of the author, in his preface to the work, "the rebellion having been overthrown, it remained for Congress to administer upon its effects." This volume tells, in some degree, how Congress discharged its duty as an administrator of this ruined estate,

Herein are found the words, plans and views of men who hate secession and love loyalty, liberty and law.

THE CULTURE DEMANDED BY MODERN LIFE; with an introduction on Mental Discipline in Education, by E. L. Youmans; Appleton & Co., N. Y.

This work consists of a series of scientific lectures, by some of the ablest scientific men of the age. Perhaps we can in no other way present so full an idea of this work in a brief compass as by giving the subject of the lectures, and the names of the authors. These are as follows:

Mental Discipline in Education, by Prof. Youmans.

The Study of Physics, Prof. Tyndall.

The Study of Botany, Prof. Henry.

The Study of Zoology, Prof. Huxley.

The Study of Physiology, Prof. Paget.

Education of the judgment, Prof. Faraday.

Educational History of Science, Prof. W. Wheewell,

Economic Science, Dr. Hodgson.

Political Education, Herbert Spencer.

Early Mental Training, Dr. Barnard.

Development of Scientific Ideas, Liebig.

Scientific Study of Human Nature, Professor Youmans.

The names above given are pledges for the most of the respective lectures.

Without stopping to dwell on each lecture separately, it may be stated that Prof. Youman's lecture on the Scientific Study of Human Nature, is worth more than the price of the book. So valuable do we consider this lecture that we shall, at a convenient time, present our readers portions of it in the columns of the JOURNAL.

WOOD'S GEOGRAPHICAL TEXT BOOKS. A Primary Geography, by James Cruikshank, LL. D., Editor of the *New York Teacher*. New York: Wood & Co.

This work is admirable in its beginning, but not so in its progress. It incorporates, in its first pages, three principles at once attractive and philosophic, namely, Home Geography, the Object Lesson method and Map Drawing. The first six pages apply these principles with a perfection scarcely ever surpassed. At this point these principles begin to disappear, and, according to our judgment, utterly vanish within the next dozen pages, not to reappear until we reach the map of New York, on page seventy-four. Here these principles reappear in admirable force and beauty. Hence we are obliged to hold that pages seventy-four and eighty-two, inclusive, ought to have immediately followed seven. Following these should have been a like presentation of a majority, if not all, of the United States. In this case Geography, like charity, would have commenced at home; would have been presented so nearly as may be, on the object lesson basis, and would have been aided by map drawing. These are, in our judgment, the three cardinal excellencies in a primary geography, and we would have been greatly pleased to have seen them applied throughout the work as they are in the portions cited above. Had such been done, the work before us would stand without a rival, so far as our knowledge of primary geographies extends.

We sincerely hope the first revision of this work will approximate the plan indicated above.

COMMENTARIES OF JULIUS CÆSAR, concerning the Gallic War, with explanatory notes, by George Stuart, A. M., Prof. of Latin in the Central High School, Philadelphia. Philadelphia: Eldredge & Boaz, 16 mo., pages 259, price, \$1.25.

This is a neat volume, with a clear page, good type, and a fair share of notes.

RUDIMENTS OF THE GERMAN LANGUAGE. Exercises in Pronouncing, Spelling and Translating, by Dr. F. Ahn. New York: E. Steiger. Pages 89.

The publisher claims in his notice that these rudiments have been brought, so nearly as may be, within the comprehension of children.

He further proposes to furnish any teacher who may desire it, a copy for examination, without charge.

Teachers wishing a copy of this work, will therefore address E. Steiger, New York City.

School Officers' Department.

OFFICE OF PUBLIC INSTRUCTION, INDIANAPOLIS.

Question. Should the Examiner pay himself out of money drawn to support Institutes, as provided in section 159, School Law? A. C. S.

Answer. The law provides that the money drawn in accordance with section 159, shall be used "for the purpose of defraying the necessary expenses of the Institute."

The answer to this question involves, therefore, the determination of "necessary expenses." These expenses are variable, consisting in one county of one class of items, in another county of another class.

These, however, will usually consist of fees of the Superintendent of the Institute; fees of hired instructors; traveling expenses of public lecturers; and printer's bills when circulars have been issued. To these must be added, in certain cases, janitor's fees and cost of fuel, &c. These are all the expenses that usually occur. If, however, there be other "necessary expenses," the money drawn from the treasury must be appropriated in payment of the same until this money is exhausted.

From the above it will be seen that none of this money can legitimately go to the Examiner until all "necessary expenses" of the character above indicated, have been paid. Nor is the Examiner authorized to assess a fee upon the teachers to meet these necessary expenses, in order that the money drawn from the treasury may be a surplus, and by consequence inure to his benefit. In a word, it is the intent of the law that these institutes shall be as nearly *free* as possible to all entitled to their benefit, consequently the money drawn from the treasury is to be appropriated to secure that result.

SUPREME COURT DECISIONS.

1. In the May term, 1866, the Supreme Court decided that in case of transfers an appeal lies to the Examiner, and that his decision is final. Further, in the same decision, it is held that the Trustee in whose corporation the party resides must be the judge of the sufficiency of grounds of transfer. That is, he must decide whether the party desiring transfer

can, in the language of the law, "be better accommodated" by such transfer. (Reports Supreme Court, vol. 26, page 345.)

2. It is decided that a teacher who commences teaching a public school without a valid license "can not recover for such services," i. e., for services rendered prior to receiving license.

It is presumed that this is limited to recovery from the public revenues. If so, the question of recovery from the Trustee, on his bond, remains undecided. (26 Ind. p. 337.)

NOTE.—Teachers and Trustees should carefully observe this last decision, and thus avoid trouble.

SCHOOL FUNDS.

In conformity with a plan suggested by this Department, the Legislature, at its special session in 1865, passed an act requiring the County Auditors to examine all school fund accounts in their offices, and determine so nearly as may be the precise amount of these funds, and report the same to the office of Public Instruction for inspection and approval. In conformity with this act, all the counties save four have reported, and the gain to the fund is \$21,304.17. This gain is a matter of importance, but, perhaps, of less importance than the determination of the precise amount of funds held by each county. This latter fact is now determined and has passed into permanent record in the office of Public Instruction, and in the respective Auditors' offices. The fund account can therefore be kept in future with an accuracy almost equal that of a bank account. This is a matter of vast importance to the school interests of the State.

Editorial---Miscellany.

PROFESSIONAL READING.

In presenting Professional Reading, we suppose no explanation of terms necessary, further than to add the word teachers. Thus we have professional reading for teachers, or by teachers.

To announce that teachers should read works relating to their own profession, is like announcing a self-evident proposition. It is a fact too obvious to need aught else than statement. Our wish in this article is not, therefore, to determine what teachers ought to do, but rather to *encourage* them to do.

Fellow teachers we would, therefore, encourage or persuade you to read professional works. We would have those who read none to read some, and those who read some to read more.

The argument in favor of thus reading may be stated in general terms in the simple fact, that education is a science. If this be true, it is obvious without argument that reading and even study are necessary. Science, here as elsewhere, has its principles, some simple and some complex, both requiring study. It is not our purpose to set forth these principles at this time; this would extend this article beyond its intended limits. It may, however, be stated in general terms that this science includes the delicate and complex principles involved in the *growth of mind*. Hence we are at once in the broad domain of metaphysics and ethics. This being true, we are in the region of subtleties and profundities. And into this region must every educator go who reaches a high degree of success. He can not stop with mere text books and school-room experiments or experiences; he must study the science of mind, *i. e.* the conditions and laws of its growth. That is, he must study his profession as presented by men of culture and experience. This presentation will usually be found in works on the profession of teaching; and which, when taken in the aggregate, constitute or furnish the Professional Reading indicated in our caption.

It not being our purpose, however, to present an argument in behalf of this reading, but rather to give the names of suitable works, we here present those names. As a further aid to those wishing to purchase, we add the retail price at Indianapolis; also the names of publishers.

NAMES OF BOOKS, PRICE, ETC.

1. Northend's Teacher's Assistant, price \$1.50. Published by Barnes & Burr, New York.
2. Northend's Parent and Teacher, \$1.50; Barnes & Burr, N. Y.
3. Sheldon's Elementary Instruction, \$2.00; Chas. Scribner, N. Y.
4. Wickersham's Methods of Instruction, \$1.75; Lippincott & Co., Philadelphia.
5. Wickersham's School Economy, \$1.50; Lippincott & Co.
6. Wells' Graded Schools, \$1.25; Barnes & Burr, N. Y.
7. Page's Theory and Practice of Teaching, \$1.50; Barnes & Burr.
8. Holbrook's Normal Methods of Instruction, \$1.50; Barnes & Burr.
9. Ogden's Science and Art of Education, \$2.00; Moore, Wiltach & Co., Cincinnati.
10. Hailman's Object Lessons, \$1.25; Ivison, Phinney & Co., N. Y.
11. Calkin's Object Lessons, \$1.50; Harper & Brothers, N. Y.
12. Todd's Students' Manual, \$1.50; Bridgman & Childs, Philadelphia.
13. History of Education, by Philo Biblius, \$—; Barnes & Burr.
14. Barnard's European Education, \$—; Chase & Tiffany, Hartford, Conn.

Other works might be added, but this list comprises most of this class of works published in the United States.

Mental and Moral Science being only incidentally treated in these works, we are fully of the opinion that no course of professional reading or study is complete that omits Mental and Moral Science. In view, therefore, of this fact, to the above list should be added suitable works on these subjects. We therefore name Upham's Mental Philosophy, and Wayland's Moral Science, as good works for the young teacher.

As a matter of economy, it may be stated that several of the works named above will be found in the Township Libraries. Further, these works, when sold to teachers by the Indianapolis Houses, will be discounted from ten to fifteen per cent. on the above named prices.

As for direction for procuring these books, it may be stated that they can be obtained at Indianapolis from Bowen & Stewart and from Merrill & Co. It is presumed that they can be obtained from most of the book stores in the larger cities in other parts of the State, yet not having certain knowledge of this fact, we can not make certain statements of the same.

To this list should be added one or more journals of education. To aid any who desire such journals, we append the names of exchanges which include, so far as we know, about all the educational journals published in the United States:

1. American Journal of Education; Editor, D. N. Camp, Hartford, Conn. Subscription price for year, \$4.00.
2. Massachusetts Teacher; W. P. Atkinson, Cambridge; (published at Boston), \$1.50.

3. Rhode Island Schoolmaster; Thomas W. Bicknell, Providence, \$1.00.

4. Vermont School Journal; Silas Ketchum & D. L. Millikin, Brattleboro, \$1.00.

5. New York Teacher; \$1.50.

6. American Educational Monthly; J. W. Schermerhorn & Co., publishers, New York, \$1.50.

7. Pennsylvania School Journal; Editor, Thos. H. Burrows, Lancaster, \$1.00.

8. Ohio Educational Monthly; E. E. White, Columbus, \$1.50.

9. Educational Times; R. W. Carroll & Co., publishers, Cincinnati, \$—.

10. Michigan Teacher; Editor, W. H. Payne, Ypsilanti, \$1.50.

11. Little Chief, youths' paper; Dowling & Shortridge, publishers, Indianapolis, 75 cents.

12. Illinois Teacher; Editor, Wm. M. Baker, Springfield, \$1.50.

13. Wisconsin Journal of Education; W. H. Peck, Mineral Point, \$1.25.

14. Minnesota Teacher; Wm. W. Payne, Mantonville, \$1.50.

15. Iowa Instructor; D. G. Wells, Des Moines, \$1.50.

16. Kansas Educational Journal; L. B. Kellogg, Emporia, \$1.00.

17. California Teacher; John Sweet, San Francisco, \$2.00.

We hope the above list will aid teachers in procuring professional reading so necessary to their success. May we not indulge the further hope that many who heretofore have read but little will, after examining the above, be induced to read more? It is doubtless a safe judgment in the main to say that the teacher who wholly neglects or refuses to read professional books or journals, thereby shows a defect in his professional character? This judgment may seem harsh, yet, in our opinion, it is just. We sincerely hope, however, that it applies to but a small number of teachers in Indiana; and we further hope that this number will, from year to year, grow smaller, until there shall not be found a teacher in the State who does not read more or less of the literature of his profession.

STATE CERTIFICATES.

The following persons were examined and received State certificates at the recent sessions of the State Normal Institutes, namely: Ebenezer Tucker, President of Liber College, Jay county; Hiram J. Macomber, recently Superintendent of the Goshen schools, Elkhart county; Miss A. A. Clement, teacher in Sullivan, Sullivan county; Mrs. Sarah Paxton, teacher in Carlisle, Sullivan county.

Whereas these two female teachers have been successful in obtaining certificates, it is sincerely hoped that others will be applicants at the next examination.

For the benefit of teachers wishing to apply at next examination, we here insert the condition on which certificates issue:

I. Good moral character.

II. Thirty-six months actual experience in teaching.

III. SCHOLARSHIP.

1. A thorough knowledge of the six branches prescribed by law. (See School Law, sec. 147.)

2. Physiology and History of the United States.

3. Elementary Algebra, Geometry through the first three books, and first principles of Natural Philosophy.

4. Physical Geography and Elements of Botany.

5. Theory and Practice, Constitution of United States, Constitution of Indiana and School Laws of Indiana.

As some indication as to the extent of knowledge required, it was decided by the Board that a mastery of certain branches, so far as treated in the text books named below, would be satisfactory.

Physiology—Cutter (advanced), or Lambert.

History of United States—Quackenbos, Goodrich, or Wilson.

Algebra—Robinson's or Ray's Elementary.

Geometry—Robinson, Daviess, or Loomis.

Natural Philosophy—Quackenbos or Wells, through subject of acoustics.

Physical Geography as far as treated in Allen and Shaw's Comprehensive Geography.

Botany—Wood's Object Lessons in Botany, or Gray's How Plants Grow.

Rhetoric—Quackenbos, Part 11.

Mental Philosophy—Upham's abridged.

Moral Science—Wayland.

Constitution of United States as presented in Mansfield's Political Manual.

The time for the next examination is not fixed, but will be governed, in some degree, by the time indicated by applicants. Parties wishing to be examined are therefore requested to make the fact known to the Superintendent of Public Instruction, indicating the time most convenient to them.

THE SUPERINTENDENCY.

So numerous are the inquiries as to whether I will again permit the use of my name for nomination to the Superintendency of Public Instruction, that I feel authorized to answer in this public manner. My answer is, I have decided not to permit the use of my name for nomination. This de-

cision was communicated to a few teachers some months ago; and was announced thus early that ample time might be given for consultation. It is hoped the time will be ample. It is further hoped that this ampleness of time will tend to the nomination of a candidate who, if elected, will be able to do, if possible, more for the great cause of popular education than any of his predecessors.

I may not close this article without expressing my sincere thanks to that large number of teachers and school officers who have assured me of their confidence in thus urging the use of my name for nomination for the third time. This assurance is, in a high degree, gratifying to me. While it would give me great pleasure to oblige my friends in this matter, my decision is as above announced, and I hope they will fully acquiesce in the same.

GEORGE W. HOSS.

WILL YOU WRITE?

We have not recently troubled our teachers with the annoying question, will you write?

We, however, feel constrained to present this question here and now. And we present it now for two especial reasons; namely, 1. Since all the other educational agencies of the State are improving, the JOURNAL should do the same. But in order to this improvement, it would seem necessary that more than the editor and two or three others, should write for it. Variety is one element required in a good journal, but two or three can not furnish the variety that eight or a dozen can.

2. Another reason for this appeal is in the fact that teachers will be profited by writing. Writing is one of the most valuable of all educational agencies. Therefore, we may encourage the young teacher to write, even though his articles should not always find a place in the JOURNAL. We can assure all such that their articles will benefit somebody, whether published or not. If not published, they will, without doubt, benefit the writer, and if published they will still benefit the writer, and most probably others. Therefore, there is reason for writing.

A third reason might be added, namely, the support of the JOURNAL. The JOURNAL is one of the educational agencies of the State, consequently should, we suppose, as any other worthy agency, receive encouragement, especially from the professed friends of popular education.

Subscribing for the JOURNAL and encouraging others to subscribe is a tangible and highly valuable form of support. We appreciate this in a high degree, and sincerely thank our fellow teachers and school officers for it. Yet appreciating this element of support as highly as we may, we appreciate also the other element, i. e., the writing element.

In conclusion, it may be suggested as an invariable law of likes that,

other things equal, we *like* that paper better in which occasionally appear the children of our own brain, that is our own thoughts.

Kind reader, please put this law to the test, and thus experience its truth.

It may be still further suggested that writing teaches us charity. It is not uncommon, we suppose, for the reader of any paper to indulge in criticizing that paper. Now when any reader says of any article it ought to be better, just let him go to work to write a better article and very probably he will realize that it is much easier to *demand* a better article than to *write* a better article. The exercise will probably give a lesson in charity of judgment.

Respected teachers, we have spoken in candor and kindness, but in sincerity, respecting this matter. Will you, therefore, consider the matter and do what your own good judgment, influenced by a proper sense of duty, dictates?

RELIGIOUS STATISTICS.—Before a recent meeting of the Methodist Conference of this State, Bishop Ames announced the following facts relative to the Methodist Church in Indiana:

Number of Pastors, 445.

Number of adult Communicants, 91,544.

Number of children in Sabbath Schools, 76,361.

Number of Parsonages, 255.

Value of Paronages, \$280,450.

Value of Church property, exclusive of Parsonages, \$14,551,320.

Number of volumes in Sabbath School Libraries, 165,498.

These are large educational agencies.

VERMILLION COUNTY INSTITUTE.

NEWPORT, VERMILLION Co., IND., Sept. 1867.

Prof. G. W. Hoss, Sir:—

We held our Institute the last week in August, at Perrysville, with thirty-eight members in attendance, which is quite a respectable number, considering the smallness of our county and the proportion of our teachers that do not reside in the county.

This was, perhaps, the most pleasant and certainly the most profitable Institute we have yet held in the county. Prof. Hunter won for himself a high position in the estimation of our teachers, both as an instructor and a practical lecturer.

At the close of the Institute, the following preamble and resolutions were adopted:

WHEREAS, we, the teachers of Vermillion county, have, in days past,

seemed to be if not dead at least asleep to the school interests of the county, therefore,

Resolved, That from this good hour we proclaim ourselves among the wide-awake teachers of Indiana, and that we will hereafter work zealously for the promotion of our common school interests.

Resolved, That it is the duty of every teacher to attend and give his earnest support to his own county Institute, and in case of failure to do so, it would be just on the part of the county Examiner to reduce the grade of his certificate.

Resolved, That it is the duty of every teacher to inculcate moral principles in the minds of his pupils, by reading daily a portion of scripture in their presence.

Resolved, That we tender to the citizens of Perrysville our thanks for their generous hospitality in entertaining the members of the Institute.

EMERSON HALL, Sec.

[Some of the resolutions sent by the Secretary have been omitted from this published report.—ED.]

SWITZERLAND COUNTY INSTITUTE.

VEVAY, August 31, 1867.

Hon. G. W. Hoss, Sir:—

The teachers of Switzerland county held their third annual Institute in Vevay, during the week commencing August 26. Rev. B. F. Brewington Superintendent, Miss Susie Pitts, Enrolling Secretary, Mary A. Rous, Secretary. Sixty-two teachers were in attendance. Daily recitations, in the common school branches, were conducted by the Superintendent and other teachers of the county. Discussions of the best methods of teaching, in which most present took part.

There were two lectures, one on Tuesday evening by Rev. B. F. Brewington, subject, "Dignity of Labor;" the other on Thursday evening, by Rev. G. W. Curtiss, of Madison, Indiana, subject, "Efficient Teaching." The teachers generally seemed wide awake to the interests of their vocation, and desirous of improvement. The Paper, edited by the ladies, was the best ever read before an Institute in this county.

MARY A. ROUS, Secretary.

LAPORTE COUNTY INSTITUTE.

From a letter sent by the Secretaries we gather the following: The Institute was held at Westfield, August 26 and 27, inclusive. Examiner Laird was Superintendent; Hiram Hadley, of Richmond, Messrs. Adams, Kimball and others, were instructors. Besides instruction in the branches prescribed by law, instruction was given in moral training, gymnastics and object lessons. This letter states that the instruction was generally able and interesting.

The number of names enrolled was 131. This is triumphant for a county having but about 125 teachers. The "world does move," at least in Laporte county.

The citizens entertained all members of the Institute free. That was magnanimous. In view of this and other facts, it is not a matter of surprise that the Institute, by resolution, requested the Examiner to hold another at as early a day as he should deem practicable.

In a letter from the Examiner we learn that Laporte county furnished 129 of the teachers present, yet the county has but 125 schools.

May this noble example of Laporte provoke others to good works.

KNOX COUNTY INSTITUTE.

From a report in the Vincennes Sun we learn that the Knox county Institute, opening August 19, enrolled 94 names. The average attendance was 80. The whole number of teachers in this county, as officially reported to the office of Public Instruction, is 92. Therefore, this Institute is also entitled to the plaudit, "well done."

The teachers of this county seem to understand how to mingle enjoyment with labor. They have learned the significance of the aphorism, "Utile cum dulci."

Here is what the Secretary says of the

REUNION.

"Of all that was there said and done, 'no one can tell, because no *one* knows.' Promenades, songs, charades, toasts, speeches, conundrums, bright faces, sparkling eyes, lovely smiles, soft, low, sweet words were seen and heard on every side. Bachelors' hearts should have been melted under such *mellowing* influences, and so they were. More than *one* of them might have been seen, their countenances all aglow with the sweetest *grin* imaginable, pouring into the too diligent ear of their fair *Dulcinea* the story of their love! *Vive la 'Reunion.'*"

LAKE COUNTY INSTITUTE.

From a report in the Crown Point Register, we learn that the Institute of Lake county, opening August 26, was a capital success. The Secretary, in speaking of this success, uses the following language:

"Lake county has now eighty-eight licensed teachers, and eighty-one of them attended the Institute. Can any other county do better? If so, let us hear the report; if not, give us the banner."

Without intending to decide where the banner belongs, we may say of the above, *well done*. This is progress. Honor to whom honor belongs. This, and the report of Laporte, on another page of the JOURNAL, look as if the North were bravely girding herself for the work.

These and other reports of Institutes give strong indications that the Institute attendance of this year will be nearly double that of last year. This will be progress, and no mistake.

THE CLARK COUNTY TEACHERS' INSTITUTE

Began its third annual session at Charlestown, on the 19th day of August, and closed on the 24th. The session was one of unusual interest, there being, in all, 89 teachers present. Prof. Hunter, of Bloomington, was elected Superintendent for the week, and imparted to the Institute much valuable practical information. Professors Hancock, of Cincinnati, Barnard, of Louisville, Tingley, of Greencastle, and McKee, of Charlestown, made the week one of great interest by their valuable lectures. Miss Anna McVey, of Indianapolis, conducted the gymnastics.

For the coming year, Mr. Lee was re-elected President; Mr. Harry Jackson, Vice President; Mr. John Mitchell, Secretary; Miss Kate Mitchell, Treasurer; Mrs. A. C. Cole, Chief Editress of the Literary Casket.—*Exchange*.

The Institute expressed, through a series of appropriate resolutions, its bereavement in the loss of two of its members, Rev. J. J. Near, and Miss Pauline Custer. The resolutions breathe that warm spirit of affection which indicates that the deceased were united to their fellow laborers by the sweet ties of true friendship.

EXAMINER OF MARION COUNTY.—At the recent session of the Marion county Institute, the following resolutions were adopted:

WHEREAS, Mr. Pleasant Bond has been associated with us for a number of years as an earnest and faithful laborer in the cause of education; and

WHEREAS, he is now about to change his place of residence to a neighboring State; therefore,

Resolved, That while we regret his loss from among us, our earnest desires go with him for his highest success in his new field of labor.

WHEREAS, Our present County Examiner, Pleasant Bond, contemplates resigning that office in a short time; and,

WHEREAS, Said office requires a thoroughly experienced teacher; therefore,

Resolved, That we recommend to the proper authorities the appointment of Mr. W. A. Bell to fill the vacancy occasioned by the resignation.

CHANGES—PERSONAL.—JOHN W. CULLY takes the Superintendency of the Greensburg schools, vice James Hall, resigned.

JOHN K. WALTZ takes charge of the Preparatory Department in Moore's Hill College.

W. A. BELL, of the Indianapolis High School, has been appointed Examiner of Marion county, vice Pleasant Bond resigned.

Hiram Hadley becomes Agent for the Publishing House of Charles Scribner, New York.

W. W. OPESHIRE, Examiner of Lake county, has recently been nominated for County Clerk.

THOMAS J. VATER, a former teacher in the Indianapolis schools, has been nominated for the Legislature, vice Hon. Emsley Hamilton, of Marion county, resigned.

Prof. Daniel Kirkwood, who left the State University one year ago, has been elected to the Chair of Mathematics, and will accept the position. We heartily welcome him back to the Hoosier State and to his friends therein.

Hon. John I. Morrison and Prof. B. C. Hobbs were each tendered, at the last meeting of the Board, professorships in the State University, but both decline.

A. M. GOW, of Illinois, has been elected to the Superintendency of the schools in Evansville.

Prof. H. P. HALL resigns the principalship of the Pendleton schools to take a position in Illinois.

Rev. CHAPMAN, D. D., returns to the Presidency of Vincennes University, Vincennes, Ind.

DR. ELIJAH NEWLAND, Ex-Treasurer of State, is the acting Superintendent of the schools of New Albany.

GOVERNOR BAKER'S LETTER.—With pleasure we call attention to the warm words of encouragement in Governor Baker's letter in this number of the JOURNAL. The Governor is in hearty sympathy with every laudable agency and effort that tend to the advancement of popular education.

PRIMARY TEACHING.—The many teachers who heard Miss Funnelle at the State Institutes, will be pleased to learn that she promises a series of articles on Primary Teaching. The first article of this series will be found in another portion of the JOURNAL.

FROM ABROAD.

OHIO.—John Hancock, of the Sargent, Wilson & Hinkle House, Cincinnati, has recently been elected Superintendent of the Cincinnati schools. Mr. Hancock's many friends in this State doubtless join us in congratulating him on his election to so prominent and so responsible a position.

The Female Principal of the Cincinnati Normal Training School receives a salary of \$2,000 per annum, so say the papers.

KANSAS.—Mrs. Prof. E. J. Rice has recently been elected to the Professorship of Latin and Modern Languages, in Baker University, at a salary of \$1,000 per annum. Kansas has faith in the capabilities of woman, and thus shows her faith by her *works*.

FEMALE SUFFRAGE.—At the last session of the Legislature of Kansas an amendment to the Constitution was proposed which, if ratified by the people, secures female suffrage. This amendment will be voted on at the coming election, Nov. 9.

So far as we have learned, Kansas is in advance of all the States on this question.

RHODE ISLAND.—Rev. A. B. Anderson, D. D., late of Rochester University, N. Y., takes the Presidency of Brown University, vice Dr. Sears resigned.

NEW YORK.—James Cruikshank, for eleven years the popular and able editor of the *New York Teacher*, retired from the editorial department with the issuing of the September number. We regret to lose so genial, courteous and able an editor from our ranks, but hope our loss is his gain. May long life and happy days be the lot of our editorial brother in his new field of labor.

Mr. C. has for the last year been Assistant Superintendent of the Brooklyn schools, and we suppose he continues in this work.

UNIVERSITY CONVOCATION.—The "University Convocation of New York" was held in the early part of August, in Albany. The session is reported to have been one of great interest and profit. For a second time we commend such an organization to the College Faculties of Indiana. Who will take the initiative in this much needed and important matter? In a subsequent number of the *JOURNAL* we shall endeavor to point out some of the reasons why Indiana should have such an organization.

CALIFORNIA.—At the last meeting of the State Teachers' Association in California, the number of teachers present was 569. Well done, California; you have other excellencies besides gold, even earnest teachers, whose price is above rubies.

COAL IN CLAY COUNTY.

Prof. Brown, of the N. W. C. University, estimates that the Clay county coal beds contain 60,162,048,000 bushels. This he estimates as worth above \$130,000,000, on the low value of one-quarter of a cent per bushel. This true, the farmer will often find a wealth beneath his farm which he does not find on it.

HOW TO BECOME A MILLIONAIRE.

John McDonough, the millionaire of New Orleans, has engraved upon his tomb a series of maxims he had prescribed as the rule for his guidance through life, and to which his success in business is mainly attributed. They contain so much wisdom that we copy them:

RULES FOR THE GUIDANCE OF MY LIFE, 1804.—Remember always that labor is one of the conditions of our existence. Time is gold; throw not one minute away, but place each one to account. Do unto all men as you would be done by. Never put off till to-morrow what can be done to-day. Never bid another do what you can do yourself. Never covet what is not your own. Never think any matter so trifling as not to deserve notice. Never give out that which does not first come in. Never spend but to produce. Let the greatest order regulate the transactions of your life. Study in your course of life to do the greatest amount of good.

Deprive yourself of nothing necessary to your comfort, but live in an honorable simplicity. Labor, then, to the last moment of your existence. Pursue strictly the above rules, and the divine blessing and riches of every kind will flow upon you to your heart's content; but first of all, remember that the chief and great duty of your life should be to tend, by all means in your power, to the honor and glory of our Divine Creator.

The conclusion to which I have arrived is, that without temperance there is no health; without virtue no order; without religion no happiness; and that the aim of our being is to live wisely, soberly and righteously.

JOHN McDONOUGH.

NEW ORLEANS, March 2, 1804.

THE HOWARD COUNTY TEACHERS' INSTITUTE will be held at Kokomo, commencing November 11, to continue five days.

E. N. FAY, Co. Ex.

THE INDIANA SCHOOL JOURNAL.

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Volume XII. GEORGE W. HOSS, Editor. Number 11.

HINTS TO TEACHERS OF ENGLISH GRAMMAR.

BY PROF. M. A. NEWELL.*

In a former article the writer endeavored to show that in language, as in other studies, practice should precede theory; and that the only sure foundation for the analytical study of English Grammar consists in a practical knowledge of the English language—the ability to speak, read, and write it correctly at least in its simplest forms. If any proof is needed of the fact that a more theoretical knowledge of grammar, as laid down in the text books, and of parsing, as usually conducted in schools, not only does not enable a man to speak well and write well, but has apparently rather the opposite effect, it may be found in the circumstance that teachers, who are from the necessity of their positions good technical “Grammarians,” are proverbially incorrect speakers and bad writers. There are many brilliant exceptions no doubt, but yet it is undeniable that, as a class, teachers are far behind the men of the other learned professions in the use of their native tongue.

If it be true that learning Grammar does not necessarily make a person an accurate speaker, and that a good practical knowledge of our native language should precede the philosophical study of it, it may be asked what is the use of any further study of Grammar after this essential preliminary has been reached. The answer may be suggested by asking another question. “What is the use of studying any

*Principal of the State Normal School, Maryland.

science of which we already know the facts?" The main purpose of science is not to discover facts, but to take those furnished by observation and bind them together under general laws or principles. Doubtless these laws may lead to the discovery of other facts, as well as to a better understanding of those already observed; still the primary object of science is not to discover or teach facts, but to show the relations that exist among them. Logic, in so far as it is a science, does not invent the laws of reasoning: it takes those laws as they exist and shows their connection with each other and with the ultimate facts of mental science. The science of music does not invent the laws of harmony; it merely states those laws as they are found in nature and develops their relations to each other and to certain mathematical principles. The science of astronomy is nothing more than a generalization of facts ascertained by observation, and an arrangement of those facts as antecedents and consequents.

In every science, the observation of facts must precede their classification and reduction to general laws. It is so in Grammar. Rightly studied, the scholar is taught to observe the facts before he begins to reason upon them. In a philosophical system of education, having for its object both the communication of knowledge and the discipline of the mind, the second is of equal importance with the first. A mere empirical acquaintance with processes will not satisfy the legitimate curiosity of an earnest student; he will want to know not merely the *what*, but also the *why*. The study of grammar, therefore, has a legitimate place in a well arranged course of instruction.

At what age should children begin to study grammar? If it is to be taught, as it is in three fourths of our schools, by committing the text-book to memory, and threading the dreary labyrinth of rote-parsing, let them not begin at all. The sooner such a stupid, and stupefying process is given up the better for both teachers and scholars. It is high time that teachers understood that by mere definitions, knowledge never yet entered into a human soul. How much has been kept out by their means, it would be laborious to calculate. A definition is not the preliminary step in the acquisition of knowledge: it is the very last step.* The definition gathers up

*"The writers on Logic, in the middle ages, made definition the last stage in the progress of knowledge: and in this arrangement, at least, the history of science and the philosophy derived from the history, confirm their speculative views." *Whewel, Hist. of the Induct. Sciences.*

the scattered elements of knowledge, and rounds them into a compact and portable shape. A thing must be known before its definition can be understood. This will be readily admitted, if we remember that a logical definition gives the class to which the thing defined belongs, and the properties that distinguish it from other things of the same class. The idea of the class is postulated by the definition; but the class can only be known by a study of the individuals composing it. How preposterous then to rely on definitions to convert the unknown into the known.

The age at which childhood may begin Grammar depends more on the teacher than on the scholar. A good teacher can make the study intelligible, interesting and profitable to a child ten years of age, and of average abilities. How? First, *burn the text-book*. This is an essential preliminary. If a text-book must be used, that is to say, if the teacher is not a teacher but a lesson grinder, the scholar should be at least seven years older. Then with a really good book, such as Fowler's large Grammar, and good common sense, he may succeed in spite of his schoolmaster.

Having burned the Grammar, take up an easy reading book: the "First Reader" (it matters not of what series) will probably be the best to begin with, especially if the scholar is not remarkably "bright." Teach him to resolve every sentence in the book into subject and predicate. Practice the writing of easy sentences after the models in the book. Give him subjects to find predicates for, and predicates to be fitted with subjects. Continue the analysis and composition, till *sentence*, *subject* and *predicate* are thoroughly and practically understood. Explain (by example rather than definition) the office of the noun. Let the scholar name all the nouns in his vocabulary, and point out all the nouns in the Reader. When he is familiar with the noun, proceed in like manner with the verb, adjective and adverb. Do not meddle with the *different kinds of nouns*, adjectives, verbs and adverbs: the object, at this step, is merely to teach the classification of the four fundamental parts of speech, and to make the scholar as familiar with them as he is with chairs, tables and horses.

Now take up the Second Reader. Teach the different kinds of sentences as they occur, and let the scholar write examples of each kind after the models in the book. Continue the search for nouns, adjectives, verbs and adverbs, directing attention especially to those

not before met with. Then teach, from the same book and in a similar way, the other parts of speech, being careful always to deduce the definition of the word from the office it performs in the sentence. A word taken by itself,—written alone on the black-board,—is no part of speech, or may be any part of speech. It is the use we make of it in a sentence that gives us a right to assign it a place in one of the nine classes. If this point is well understood in the outset it will save the learner much perplexity afterwards. There are thousands of words in English, which may be used indifferently as verbs or as nouns: for example, stone, lime, brick, barrel, stave, milk, iron, tin, paper, water, soap, starch. There are hundreds, each of which may be used as a noun, an adjective, or a verb, according to circumstances. A good exercise, at this point, would be to require the scholar to make a list, as complete as possible, of such words, and to write sentences illustrating their various uses.

Proceed now with the Third Reader in a somewhat similar way. Having mastered all the new words, and reviewed thoroughly principles already taught, let the scholar learn the different kinds of clauses and phrases, and their relation to each other in a sentence. When sentences, clauses, phrases and words are well understood, it will be time to teach the varieties and properties of the different parts of speech;—person, gender, number, and case of nouns and pronouns; comparison of adjectives, moods and tenses of verbs—not in a regular or systematic way, but as occasion may be given by words actually occurring in the reading book. Let the Grammar taught be an unfolding of the language as it exists, a reducing to order of elements with which we are already familiar, and not the laying down of abstract principles, or special rules, which are to be used as the test of propriety in language.

From the Fourth Reader, the scholar may be taught the rules of syntax, deriving them from actual observation, not from the *ipse dixit* of an author or teacher. Begin verbal parsing after the usual form. If the scholar is not familiar with the forms of the verb, write them out on the black-board for him to commit to memory. Teach the parsing of phrases, showing that not only every word, but every elementary combination of words, belongs to one of the nine parts of speech. Finally point out the connection of sentences

with each other in discourse. Let the scholar see that as it is not every arrangement of words that will make a sentence, so it is not every collection of sentences that forms discourse, or composition.

This course of oral instruction will occupy a class two, or, more probably, three years. They may now safely take up a good Grammar, and will no doubt study it with pleasure. If, as many do, they leave school before they have had time to finish the book, the preliminary instructions they have received will be of service to them, which is more than can be said of those who have studied Grammar three or four years "out of the book."

Some good teacher will say, perhaps, this looks like a very good method of teaching Grammar, and if I had a book— Ah! friend, that would spoil all. If there is anything good in it, it is precisely because it is not in a book and can not be put in a book. Your own brain must be the book, and if you throw on its pages the light of a loving heart, it will be a book your scholars will never tire of reading. Master your subject thoroughly, lay your plans carefully, and from the fullness of your own stores, give them, day by day, a portion in due season. Place yourself *in connection* with your scholars, make the sympathetic circle complete, and intelligence will flash along the line; instinctively you will feel their difficulties, and you and they in concert will think out the solution. The book is a non-conductor: it breaks the circuit. It was intended to be an interpreter, a mediator between teacher and scholar; it is in many cases an obstruction, a "wall of partition." There is a subtle, mysterious, impalpable influence in the eye, the voice, the countenance of the living teacher that can not be transferred to the printed page.

"The rugged metal of the mine
Must burn before its surface shine."

The rules of Grammar are rugged metal indeed. But heated in the crucible of an able and earnest teacher's brain, they will burn and shine with light brilliant and penetrating.

Language before Grammar; Synthesis before analysis; Analysis before parsing.—*Ind. School Journal*

SCHOOL EXAMINATIONS.

By A. R. BENTON, President N. W. C. University.

The State has made liberal provision for the maintenance of our Common Schools. All needful instrumentalities are already established for the collection and proper distribution of the school revenue, for the employment of teachers, and for testing their literary qualifications. The little that may be wanting in these respects, experience will soon supply.

But what provision in law or practice exists, by which the amount or quality of the work, actually done by the teacher in the school room, can be determined. Are there any means by which his services to a school district can be gauged, or his capacity and tact in imparting instruction be estimated?

It may be granted at the outset, that some opinion does gain currency in a district with reference to the efficiency or deficiency of a teacher. But this is often unreasonable, partial or prejudiced, and consequently no reliable index to the merit or demerit of a teacher. The true test of every man's efficiency is his work. "By their fruits you shall know them." In order therefore to determine a man's worth as a teacher, his work must be inspected and judged.

This leads me to observe that the want of superintendence, and examination of the teacher's work, is one of the weak points in our system of public schools—a want felt not so much in our cities and villages as in the rural school districts.

It is true that an exhibition of results is not always neglected; for enterprising teachers submit their work to the scrutiny of their employers. They are proud of success, and desire to herald it by a public examination. But neither the law or precedent impose on them any such service; nor is there any provision of law appointing a person to sit in judgment on their completed work.

It would seem to be a dictate of prudence that, where great interests, pecuniary, intellectual, and moral, are at stake, there should also be adequate superintendence in order to determine the value of the services rendered. This is the only proper, and perhaps the only safeguard against imposition in school administration.

Besides, there is a moral obligation resting on those who are the custodians of this public trust, to be assured that its high purposes are not frustrated.

If then it be prudent and necessary to ascertain the net results of a teacher's labors, how can this best be reached. The answer is obvious. By a public examination. For this some distinct provision should be made by law, assigning this as one of the duties of the School Examiner. At present he is simply the examiner of qualifications in the teacher, and possesses a general supervision of the condition of schools in his county. It is no part of his legal obligation to know or report to any one what advance is made by a school in a given time. He may have a general idea with respect to advancement or otherwise, derived from vague rumor; but this is too unreliable for interests so weighty.

The advantages of a public examination at or near the close of the Common School terms are to me apparent.

1st. The sense of responsibility is thus quickened in all,—in the teacher that he may be able to give a good account of his stewardship. This prospective ordeal will be one to him no less than to his pupils; and if conscience is defective, this will be the means of inspiring him to the faithful discharge of his duty. If not tremblingly alive to a sense of his duty, he may be to a sense of public failure and reproach. He will not be willing to approach this inquisition without due diligence of preparation. Nor under the conditions supposed, can this be conducted so as to cover his neglect or incompetency. Thus it becomes a public recognition of faithful services on the one hand, and an exposure of pretensions on the other.

2d. To the pupils this anticipated examination will be a constant stimulus. It is like fixing the aim upon a certain mark, and then straining the energies to reach it. The distinct object of making a certain measure of proficiency, when put before the student, is of itself a powerful incentive. Persons are apt to live up to what is expected of them. It is philosophical and useful to have a point in every branch of study which you propose to reach in a given time. This communicated to the pupils of a class, will lead them to compute the time and distance, and approach their object with regularity and certainty. Thus the pupil is plied with incentives to diligence which will probably be wanting when no inventory of attainments, made during the school term, is to be taken.

3d. A final examination in the presence of the County Examiner would enable him to obtain a knowledge of the practical force of a teacher. In his certificate the examiner can only ascertain and

vouch for the theoretical knowledge of the applicant. But on the plan proposed, he has within his reach some means of determining what of executive skill and energy the teacher may possess. The teacher's theories and plans will find expression in determinate results, which come under the cognizance of the Examiner.

4th. Finally, such examinations would be a means of interesting parents in the progress of their children, and in the general management of the school. Whatever tends to accomplish this object is worthy of consideration, for it is notorious that, with few exceptions, parents are content to let the school take care of itself; knowing no more of its efficiency, from a personal inspection, than of the transactions on another planet.

This day of examination oft recurring, much talked of, and long anticipated, will greatly tend to break up this habit of neglect, and secure the co-operation of parents in school affairs.

It may be asked, who should conduct this examination, and how should it be conducted? These we can not consider at present.

ORGANIZATION OF SCHOOLS IN TOWNS.

Ad

BY HAMILTON S. McRAE.

The educational affairs of incorporated towns are administered by Boards of School Trustees.

The first thing necessary for the thorough organization of a town school is a suitable building, situated in the central part of spacious grounds. In the construction of a town school house, future wants should be kept prominently in view. Every town with a sufficient number of children for two teachers, should have a graded school. The house for this purpose should be two stories high, containing one room in each at least 30 feet square, and halls on each floor 16 feet wide, extending along one end of the building and opening to the front and rear by broad single doors. Halls of such dimensions will give ample space for the stairway and clothes closets. As the number of pupils increases, additional rooms may be provided on the opposite sides of the halls.

A building with four rooms for the eight primary grades which should precede the higher school, affords equal if not superior facilities for grading to any other. The Junior Department of the Primary Schools should be assigned to the rooms in the Junior and Senior department of the second floor. Whenever it becomes

necessary to form classes in the Academic Department of the higher schools, a recitation room should be provided in which the Superintendent shall hear his classes. As necessity demands, rooms may also be added to the rear of the building, and the halls extended.

The organization of the schools is an important part of the special work of the Superintendent. In order to properly assign the pupils to classes, it is essential to secure the adoption of a course of study based on the natural order of mental development. Such a course can be more complete than in the ungraded schools where, for want of division of labor, specialties adapted to each particular age can not receive attention. The following is presented as the result of extended inquiry, careful comparison and mature reflection :

PRIMARY SCHOOLS.

JUNIOR DEPARTMENT.

D Class.—Reading from blackboard and charts, with exercises in spelling by sound; printing on slates; first step lessons on objects, form, size, weight, color, order, number, memory, locality, time and tune.

C Class.—First reader, with exercises in spelling by sounds and letters; printing and writing on slates; second step lessons on objects, form, size, weight, color, order, number, memory, locality, time and tune; written exercises.

B Class.—Second reader; exercises in spelling; drawing and writing (No. 1); oral arithmetic; third step lessons on objects, form, size weight, color, order, number, memory, locality, time and tune; written exercises.

A Class.—Third reader; exercises in spelling; drawing and writing (No. 1); arithmetic, through short division; oral geography; lessons on minerals; written exercises.

SENIOR DEPARTMENT.

D Class.—Fourth reader; exercises in spelling; drawing and writing (No. 2); arithmetic, through compound numbers; geography; oral history; lessons on plants; written exercises; declamation.

C Class.—Fifth reader; exercises in spelling; drawing and writing (No. 2); arithmetic; geography; history; oral physiology; lessons on animals; written exercises; declamation.

B Class.—Fifth reader; exercises in spelling; drawing and writing (No. 3); arithmetic; geography; physiology; oral grammar; composition; declamation.

A Class.—Sixth reader; exercises in spelling; drawing and writing (No. 3); arithmetic completed; grammar; composition; declamation; book-keeping.

In addition to words from readers, pupils above C Junior Class should be required to spell daily one word, or more, in common use, liable to be misspelled.

Topics for oral instruction are enumerated according to the order in which they should receive prominent attention; yet they are not to be pursued at any time to the entire exclusion of others.

Physical exercises, singing, lessons on morals and manners, and on the correct use of language, throughout the entire course.

ACADEMIC DEPARTMENT.—C CLASS.

FIRST TERM.	SECOND TERM.	THIRD TERM.
Elementary Algebra,	Elementary Algebra,	Elementary Algebra.
Introductory Latin,	Introductory Latin,	Introductory Latin,
Rhetoric,	Natural Philosophy,	Natural Philosophy.
Arithmetic Reviewed.	Arithmetic Reviewed.	Arithmetic Reviewed.

B CLASS.

FIRST TERM.	SECOND TERM.	THIRD TERM.
Elem't'y Geometry,	Elem't'y Geometry,	Elem't'y Trigonometry,
Latin Gram. & Read.,	Latin Gram. & Read.,	Latin Gram. & Cæsar
Chemistry,	Chemistry,	Geology,
History Reviewed.	History Reviewed.	Physiology Reviewed.

A CLASS.

FIRST TERM.	SECOND TERM.	THIRD TERM.
Astronomy,	Civil Government,	Mental & Moral Ph'y,
Latin Gram. & Cæsar,	Latin Gram. & Virgil,	Latin Gram. & Virgil,
Botany,	Zoology,	English Literature,
Grammar Reviewed.	Composition Rev'd.	General Review.

Exercises in reading, spelling, writing, commercial calculations, composition, declamation and singing, throughout the course.

If desired, instruction should be given in Greek; also in book keeping and in the theory and practice of teaching.

COLLEGIATE DEPARTMENT.

Graduates of the academy, either in the full or English course, who desire to pursue collegiate studies, should be provided with such facilities as the Board can supply.

Arrange the daily programme in such an order that the subjects last taken up shall be recited first, except writing, which should be given the last half hour in the morning. In the Academic Department, the division of work should relate to the subjects rather than to the classes. Each class should recite to more than one teacher after, but not before, completing the Primary course. Whether a graded is better than an ungraded school depends on the thoroughness of the organization. Without a competent Principal or Superintendent, who is responsible for the classification, the town had better be apportioned in such a manner that each teacher may retain the same pupils throughout their course of study. A graded school, without proper supervision, has most of the defects and but few of the excellencies of the ungraded school.

Since the Legislature has provided a way by which the towns may continue the schools after the State funds are exhausted, the great need is organization. Most of the schools in our towns and smaller cities are in that chaotic condition which results from temporary private schools alternating with the short term public schools. It is safe to affirm, as one aspect of the case, that nine-tenths of the children in school need to be returned to lower classes.

In the temporary organization of a graded school, the pupils may be assigned the studies which they last pursued, with the positive instruction that they are not to purchase new books until directed by the teacher.

In the examination for permanent assignment, make reading the chief basis in the Junior, and arithmetic, in the Senior department. In this examination, common sense and sound discretion will often suggest the necessity of a departure from a definite standard. The age, opportunities and general capacity of the pupils should be fully considered. On these points the opinion of a teacher who has heard them recite is entitled to great respect.

When an assignment is made the pupil should have a certificate of the fact, in form similar to this:

..... having passed the requisite
Examination, is assigned to Class,
Department, Public Schools.

By order of Sup't.
..... Teacher.
..... 18...

In order to maintain an effective school organization, it is essential that the Superintendent have a recitation room for such classes as he is required to hear, and that he devote to visiting schools half an hour daily for each one hundred pupils in attendance. That he may attend to the classification he should examine, at the close of each month, every pupil in at least one branch, while the teachers are required to examine in the other branches taught.

Written examinations for promotion should be made whenever circumstances require, and should embrace all the branches pertaining to the class or department to which the candidates belong. The substitution of the word "promoted" for "assigned," in the certificate of assignment, will furnish a proper certificate of promotion. It would be well to require, also, the approval of the School Board in case of promotion to a higher department.

All who complete either the full or English course of study, should be awarded a diploma, written in English. The following form is suggested :

ACADEMY.

DIPLOMA.

..... having completed the
Course of Instruction, in the ACADEMY, is awarded
this

Certificate of Graduation.

..... Indiana. By order of the School Board,
..... Superintendent. President.
..... Principal. Secretary.

The record of the school should be so full that in case of a change of teacher the status of every pupil may be readily ascertained by his successor. In all the departments a record of punctuality, attendance and deportment should be kept. In the Senior Depart-

ment, average recitation should be recorded, and in the Academic Department, the separate recitations should be entered. In the classes in which recitation is not recorded, as well as in all others, the result of the monthly examinations should be entered. It has been said truly that well kept records indicate a well kept school. Let all teachers study to keep such a visible record of their work as would be typical of the indellible record which they should trace on the hearts of the dear children intrusted to their care.

[In the classification of studies, the author uses the term "Academic Department" instead of the more usual term "High School." No confusion need arise from this if the reader will consider the branches, rather than names of departments.

It may be suggested that English Grammar may not be completed without carrying it forward into the Academic Department.—ED.]

INSTRUCTION IN LANGUAGE.

[The following excellent article is taken from the Educational Department of the Ohio Educational Monthly.—ED.]

John Stuart Mill, in his recent inaugural address as Rector of St. Andrews University, remarks that a "reform even of governments and churches is not so slow as that of schools, for there is the great preliminary difficulty of fashioning the instruments: of *teaching the teachers.*" As an illustration of this fact he instances the failure of teachers to adopt the improvement in teaching languages which has been sanctioned by experience—a failure which is strikingly evinced in the prevailing mode of teaching the English language in American schools. Notwithstanding all experience demonstrates the folly of attempting to teach language by beginning with the rules and technicalities of abstract grammar, this "intensely stupid custom," as Herbert Spencer calls it, still prevails. Even in graded schools which are under the supervision of eminent teachers, we still find children put to the study of technical grammar before they are taught to write correctly the simplest descriptions of objects, or even to construct the simplest sentences. The schools doggedly go on teaching the rules of grammar before the facts of language, and the mechanical formulas of parsing before practical composition—and this, too, notwithstanding the practice is condemned by all intelligent educators, and notwithstanding its known failure to teach either grammar or language. Children faithfully drilled from ten to thirteen years of age in the grammatical rules and definitions and the glibest parsing, possess as a class very little

actual knowledge of grammar and less skill, thus acquired, in speaking and writing. They have, as Dr. Woolsey expresses it, simply been "picking up chips and putting them into the basket of the mind."

Intelligent and progressive teachers are generally agreed that grammar belongs to the same period of development as elementary algebra, and some class it with mental philosophy. They are also agreed that the study of the principles and rules of grammar should be preceded by a thorough and progressive course of training in the use of language; that synthesis or composition should precede and prepare the way for analysis and parsing.

Why this wide difference between opinion and practice? Mr. Mill has unquestionably hit upon the true explanation. Teachers as a class do not know how to teach language. They can go through the text-book drills in technical grammar because the work is all laid out for them, and all they are required to do is to pour in the successive grists and turn the crank. They are moreover accustomed to crank-turning. But to map out and conduct a systematic and progressive series of practical exercises in sentence making and composition, to teach language progressively and rationally requires a degree of invention and skill which they do not possess. It is "out of their line." Hence the first step in substituting practical instruction in language for the technical gibberish which now prevails in the school under the name of "elementary grammar," is *the training of teachers*. They must be shown *what* is to be done and *how* to do it. Scientific grammar must be pushed forward to its proper place, and a course of daily instruction in language as practical and progressive as the present course in arithmetic must be mapped out and made familiar.

We do not wish to be understood as affirming that our schools are doing nothing to increase the pupil's ability to speak and write correctly. Unquestionably the ordinary course of school instruction enlarges the pupil's vocabulary, and makes him more or less familiar with correct forms of speech. This is especially true in schools where all errors in language, whether made in recitation or conversation, are faithfully corrected. Such instruction is of great value, and the teacher who neglects it sadly fails in duty. Line upon line and precept upon precept are demanded. We also take pleasure in admitting that many of our best teachers go farther than this, and make each recitation a practical drill in the use of language. The pupil's power of expression is cultivated positively as well as negatively. He is required to express his ideas with fullness and accuracy, and nothing less than the full and correct expression of an idea is taken as evidence of its possession. The value of such training as this can scarcely be overstated. It not only increases the pupil's ability to clothe his ideas in proper language, but it adds greatly to the clearness and permanence of his

knowledge. Would that all school instruction were characterized by faithfulness in this direction.

But to all this there must be added daily drill in sentence-making and composition, oral and written, and this course of training must begin with the primer and extend through the entire course of elementary instruction. Language must be made a branch of study, and must take its proper place in the daily programme.

An imperfect idea of such a course of training in language is presented in the following series of exercises:

1. *Talking.* The first lesson given to the little child in school, should be one in talking, and all through its primary course the maxim, "talking before reading," should be carried out. It should be led to observe the qualities and use of common objects, and then to express these observations in definite and complete sentences. The child has taken an important step when it can say, "The paper is white;" "The coal is black;" "The fire burns;" "The bird sings;" etc. Each reading lesson, however simple, should be talked about before it is read, and the ideas of the pupil should be expressed in short and complete sentences.

2. *Printing or Writing Words.* This is the first written step. Printing should begin as early as reading. The first word taught should not only be printed by the teacher on the blackboard, but also by the pupil on the slate. In like manner each new word should be introduced—by chalk and pencil. Printing should be taught. Each letter should be printed on the blackboard, and the process of making it plainly described. Writing may be begun at the close of the primer, and even earlier. The copying of spelling lessons should be made an essential part of their preparation.

3. *Copying Maxims, Proverbs, Stanzas of Poetry, etc.* The object of this step is to make the pupil familiar with the written form of a sentence. The maxims or proverbs should be printed or written on the blackboard, and then neatly copied by the pupil. The reading lessons, one or two paragraphs of which should be copied each day, will afford additional exercises. Stanzas and even short pieces of poetry may be selected for the purpose. A little encouragement from the teacher will cause the children to take great pleasure in these copying exercises. Attention should be given to the proper use of capital letters and punctuation marks.

4. *Writing Sentences dictated by the Teacher.* In the preceding exercises the pupil has had the written or printed model before him. Now that which is addressed to the ear, is to be placed in proper form before the eye. This is a step in advance, and it should be carefully taken. Each sentence must commence with a capital letter and end with the proper punctuation mark; the words must be correctly spelled; and the whole neatly arranged and written. The exercises when written should be corrected by the teacher, and neatly copied by the pupil. Not only original sentences, but pleasing maxims, verses of scripture, etc., may be dictated.

5. *Written Sentences expressing Facts Observed.* The pupil is now required to construct as well as copy sentences. The facts he is led to observe are first expressed orally, as in the first step, and then written neatly and correctly on the slate. The starting point is an object lesson: that is, a lesson in observing; the end is sentence making—and that is, we believe, one of the highest uses of object lessons. They are the fountain out of which composition may flow. The pupil may first express each fact observed in a separate sentence; as, "The chalk is white," "The chalk is round," "The chalk is hard," "The chalk is brittle." He may next be taught to express these several facts in one sentence; as, "The chalk is round, white, hard, and brittle."

6. *Writing Sentences containing One or More Given Words.* This step may embrace two classes of exercises. In the first the pupil is required to use properly in sentences words selected from his reading lessons. Suppose the words selected to be "fragrant," "fleece," and "tossed." The pupil writes, "New hay is very fragrant," "My lamb has a snowy fleece," "The boy tossed the fish into the water." This is an excellent method of teaching the meaning of words. In the second class of exercises the teacher gives two or more words, and the pupil constructs a sentence containing them. Suppose the words given to be "skate," "ice," and "smooth." The pupil writes, "It is fine sport to skate on the smooth ice." The sentence should be first given orally and then in writing. See April Monthly, p. 148.

7. *The Description of Pictures.* Pictures afford excellent materials for language lessons. Children like to see and talk about pictures. The simple question, "What do you see in the picture?" will call out several sentences. We recently heard a class of children giving a description of a camel. The teacher placed before the children a beautiful picture of the animal, and by skillful questions elicited sentence after sentence. We have in mind a primary school in which "picture lessons" furnish the materials for an extended series of written exercises.

8. *Writing the Substance of Reading Lessons.* The preceding exercises have led the pupil to the grouping of a few sentences so as to form a paragraph. The pupil's reading lessons will afford excellent materials for additional practice. A few questions will elicit the more important facts, which, when expressed in the pupil's own language, and properly grouped, will form an excellent writing exercise. The lesson should first be given orally. The pupil must talk before he writes. Only one or two paragraphs should be assigned for an exercise. The changing of stanzas of poetry into prose paragraphs, is a capital drill.

9. *Writing Incidents and Stories related by the Teacher.* This exercise is similar to the 8th, but more difficult. The pupil depends on his memory for the ideas to be expressed, and these he is obliged to clothe mainly in his own words. At first the teacher may by

questions break up the narrative into short sentences, simply requiring the pupil to reunite them. The narratives should be short. See *Monthly*, vol. iv, p. 69.

10. *Writing Descriptions by Answering Questions.* So far the pupil has been largely furnished with the materials with which to construct sentences. He has simply had to fashion and arrange. Now, under the guidance of suggestive questions, he is to furnish his own materials. The plan is simple. The teacher selects a familiar topic, as "rain" or "snow," and asks questions which the pupil answers in writing. These answers are read in the class and freely discussed; then re-written by the pupil and properly grouped. A single topic may last several days, a few questions being answered each day. See *Brookfield's Composition*, published by Barnes & Burr, New York.

11. *Writing Letters.* Pupils in our schools should have at least a year's instruction and practice in letter writing. The ability to write an intelligent, well expressed, neatly written letter at ten years of age, is a possible and important acquisition. We once had a pupil who, when a small boy in an English school, wrote a letter daily for two years. He greatly excelled all his class-mates in command of language, and in accuracy and readiness in composing.

12. *Writing Business Papers.* These may include promissory notes, due bills, receipts, checks, drafts, etc. Every boy and girl should be early taught to draw up such papers in proper form. They afford, in addition to their practical value, an excellent practice in writing abbreviated words, dates, etc.

13. *Writing Essays.* The pupil now selects his subject and expresses his ideas thereon in a connected manner: that is he begins to *compose*. He may soon be thrown entirely on his own resources with the one essential injunction that he shall not attempt to write on themes of which he knows nothing. He is to express ideas, and to this end must first possess them.

In the above outline we have but little more than indicated the successive steps of the course. Each step may be made to include a great variety of exercises. It will be noticed that the course is progressively graded, rising in difficulty until the pupil reaches the composing of essays—a task which usually confronts and often baffles him at the very outset of his efforts to "write the English language correctly."

We call special attention to the fact that these exercises in language are to occur *daily*, the same as recitation in reading or arithmetic, and that the pupil's efforts are to be faithfully examined by the teacher. The exercises are not only to be written, but to be read before the class and commented on, then examined and corrected by the teacher, and then neatly copied by the pupil. Every idea is to be correctly expressed and every sentence correctly writ-

ten. Spelling, punctuation, the use of capitals—in short, every requisite of a perfect manuscript is to receive attention.

Nor is this all. When the pupil is sufficiently advanced in age and mental discipline to undertake the study of grammar, he must approach the same by the natural road of language. The laws and generalizations which constitute the science of language are to be discovered by the pupil, and made familiar by actual sentence-making. The relation of words and the nature and use of modifiers are to be learned by beginning with the sentence in its simplest form; as "Grass grows," and then add one modifying element after another until it is built up in all its completeness. Synthesis should constitute the bulk of the first six months' instruction in grammar.

Synthesis before analysis" is the true maxim.

School Officers' Department.

DEPARTMENT OF PUBLIC INSTRUCTION.

QUESTION.—Has a Teacher the right to suspend a pupil from the Public Schools?

TEACHER.

Ans.—The Teacher has the right to suspend a pupil under certain circumstances. This right obtains whenever a pupil can not, by any possible means, be controlled by the teacher. Under this emergency, the Teacher should suspend the offender and at the close of the day report the fact to the proper school officer. The proper officer in rural districts is the School Director; in cities and incorporated towns, the School Trustees or Superintendent.

This is the limit of the Teacher's right, unless larger rights are delegated him by the Director or by the Trustees. These officers may delegate this right in whole or in part, whereupon the teacher may prudently exercise the same within the limits prescribed.

SUPREME COURT DECISION.

The Supreme Court has recently decided that in case a village incorporates as a town, all public school property situate within the corporate limits of said town becomes the property of the school corporation of said town. That is, the property ceases to be the property of the township, and becomes the property of the town, for school purposes. This disposition of the property will generally be equitable, always direct, preventing controversy.

BLACK BOARDS.

In the July number of the Journal we published a recipe for making Black Boards, asking suggestions and facts concerning the same. In compliance with this request, the following has been sent by Examiner Fay, of Howard county:

KOKOMO, HOWARD COUNTY, Sept. 30, '87.

PROF. HOSS, Respected Sir:—The receipt for Black Boards published in the July number of the School Journal, is worthy of special notice.

Our boards have been very poor for months; paint did them but little good. We have repaired them, agreeably to said receipt, and have used them one month. They work admirably. We now have as good boards as any school could desire, and at a trifling cost. We covered about 900 square feet of surface with two coats, using only six quarts of the liquid, at a cost not exceeding that advertised, namely; \$6 15 per gallon.

E. N. FAY, *Supt. of Normal School.*

SCHOOL LAWS.

Examiners are hereby informed that the remaining copies of the School Laws have recently been sent by the Secretary of State to the Clerks of the respective counties. Examiners will therefore please call and get these copies and see to their proper distribution among school officers and teachers.

They will also find House and Senate journals and Documentary journals, four volumes in all, for each Township Library. It is hoped that Examiners and Trustees will see that these journals are placed in the libraries as the law provides. See School Law, section 130.

In many of the Clerk's offices these journals will be found running back through several years,—no distribution ever having been made to the libraries. In such cases, it is suggested that these volumes also be sent to the libraries as the law directs.

REVENUE APPORTIONED.

The amount of Tuition Revenue apportioned in April and in October, of the current year, by the Superintendent of Public instruction, is \$1,325,376 44. This gives \$2 35 to each child of school age in the State. Last year the apportionment was \$1,184,627 87. These amounts are what is technically denominated *common* revenue. To make the whole amount of revenue for the State, the *Congressional* revenue must be added to each of the above amounts. This amount, not yet known for the current year, was last year \$150,043 57. The amount for this year will be near the same. Adding this amount therefore to each of the above, and the tuition revenue for the two years stands as follows:

1866.....	\$1,334,671 44
1867.....	1,475,420 00

Gain.....	140,748 56
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This gain comes from interest on the Sinking Fund.

Editorial---Miscellany.

S

CORPORAL PUNISHMENT IN THE SCHOOLS OF INDIANA.

There is a diversity of opinion as to the legal right of corporal punishment in the schools of our State. Consequent upon this diversity of opinion, it seems desirable that the facts be stated. These facts are as follows:

1. The statutes, i. e. written laws, do not name corporal punishment in schools.
2. The Supreme Court sustains the right of corporal punishment, limited by wholesome restrictions.

In the above is presented the legal status of corporal punishment in our State. In the mere presentation of these statements, the chief object of the article has been accomplished. For the sake of clearness it may be well to elaborate these statements to a limited extent.

Of the first, nothing needs be said, farther than to state *that the absence of a provision authorizing corporal punishment does not of necessity deny the right of such punishment.*

Some have fallen into error at this point. Without going into technical argument, we would remind all such that the majority of educational acts, whether performed by teacher, pupil, parent, or officer, are performed without the expressed authority of law. They are performed in the *absence* of law, but not in *contravention* of law. Corporal punishment holds this relation to the laws of the State.

Under the second statement it becomes necessary to refer to the latest decisions of the Supreme Court touching corporal punishment in schools. This decision will be found in 4th Indiana Reports, page 290.

Though the Court clearly opposes the propriety of such punishment, it clearly sustains its legality. It argues at some length, and with some extravagance, against this punishment. It not being the intent of this article to deal with the general arguments of this decision, we pass to that portion directly relevant to the theme in hand. This decision, after deprecating the existence of this mode of punishment, says: "The law still tolerates corporal punishment in the school room. The authorities are all that way, and the Legislature has not thought proper to interfere."

After stating that corporal punishment in apprenticeship and the navy has been abolished, the following language is held: "Why the person of the school boy, with his shining morning face, should be less sacred in the eye of the law than that of the apprentice or sailor, is not easily explained. It is regretted that such are the authorities, yet Courts are bound by them. All that can be done without the aid of legislation, is to hold every case strictly within the rule; and if the correction be in anger, or in any other respect immoderately or improperly administered, to hold the unworthy perpetrator guilty of assault and battery."

Here it is clearly decided that "the authorities are all that way"—i. e., towards corporal punishment. Second, that the law (common law we suppose) "tolerates it," and that while "it is regretted that such are the authorities, yet the Courts are bound by them."

On the other hand, this punishment is guarded by wholesome restrictions. It must not be administered in anger, or in any other respect immoderately or improperly; otherwise the act becomes assault and battery, for which the teacher may be fined.

But the terms "immoderately and improperly" are india rubber in their character, subject to expansions and contractions according to circumstances. The Court, probably seeing this, has rendered the terms more specific by the following:

"Whenever he [the teacher] undertakes to inflict it [corporal punishment] the cause must be sufficient, the instrument suitable to the purpose, the manner and extent of the correction, the part of the person to which it is applied, the temper in which it is inflicted, all should be distinguished with the kindness, prudence and propriety which becomes the station."

These limitations add greatly to the definiteness of the general terms. The teacher will readily see that a wholesome restriction is laid upon this mode of punishment. On the other hand all may see that the right of this mode of punishment, subject to close restrictions, is maintained.

There are several other points of interest in this decision, but they are not germane to the line of thought before us, hence they are omitted. We may, in conclusion on this decision, say we endorse the doctrine of the Court in the fact: 1. That the right of corporal punishment in the school room does exist in this State; 2. That this right must, in its exercise, be restricted by all the limitations above quoted. Indeed, were we making an exhaustive statement of these limitations, we would add at least the following: Age, sex, health, temperament, moral sense of the child; also the spirit in which, and the circumstances under which, the offence was committed.

Let it not be inferred, however, that we would impose so many restrictions as to defeat punishment. No. We hold, as the Court holds, that right of this mode of punishment exists, but under wholesome restrictions. The Court stops here, but that we may not be misunderstood, we state that we go further. The Court admits the right, but *deprecates* it; we admit the right and *approve* it. This right grows out of the existing

order of things. Change these and the right may change, may even cease to be.

This order of things is found in the family, in society, in the nature of the child, the relation of teacher and pupil, etc. But to discuss these would lead us from the intent of this article, and into the discussion of the "reasons for corporal punishment." We may, however, say for the benefit of young teachers that the resort to this mode of punishment is becoming less frequent every year; second, that public sentiment is steadily declining in its support of this punishment; third, that a frequent use of the rod is held as evidence of the teacher's weakness; hence, fourth, you should resort to this mode of punishment only when *all else fails*.

In conclusion we would remind the reader that the decision above cited, though some fourteen years old, and though made by men not now on the bench, is still law and will so remain until changed by legislation, or by a counter decision of the Court.

Persons wishing to read the decision in full will find it in the library of any lawyer in this county.

Hoping that the above may aid in understanding and managing this difficult and delicate matter, it is commended to the careful consideration of the reader.

SCHOOLROOM METHODS, PRACTICES, EXPERIENCES, ETC.

We propose appropriating a small portion of each number of the Journal to what may be termed schoolroom methods, practices, experiences, etc. Under this head we shall admit the experiences, practices, and experiments, of teachers, if they will oblige us and our readers by furnishing the same. By this means we hope to have presented in a condensed form the experiences of teachers touching difficult methods and processes, whether these relate to organization, government, or teaching. To this end, teachers, whether young or old in experience, are respectfully solicited to furnish matter of the character indicated.

We present the following from a teacher of large experience:

REDUCTION DESCENDING.

Reduce 8 bushels, 3 pecks and 5 quarts to quarts.

OPERATION.		
Bu.	Pks.	Qts.
8	3	5
4		
<hr/>		
32	pecks.	
3		
<hr/>		
35	pecks.	
8		
<hr/>		
280	quarts.	
5		
<hr/>		
285	quarts.	Answer.

ANALYSIS.

Since there are 4 pecks in 1 bushel, in 8 bushels there are 8 times 4 pecks, which are 32 pecks. 3 pecks added to 32 pecks give 35 pecks, the number of pecks in 8 bushels and 3 pecks.

Since there are 8 quarts in 1 peck, in 35 pecks there are 35 times 8 quarts, which are 280 quarts. 5 quarts added to 280 quarts give 285 quarts, the number of quarts in 35 pecks and 5 quarts. Hence, 8 bushels, 3 pecks and 5 quarts, when reduced to quarts, give 285 quarts.

The chief point to be brought out by this analysis, is to show how to avoid two errors of not unfrequent occurrence, namely: first, the multiplying of two concrete numbers together, as 8 bushels by 4 pecks, etc. Such multiplication is impossible. Second, multiplying a number of one denomination by an abstract, and declaring the product to be of another denomination, as 4 times 8 bushels = 32 pecks, etc. This is *absurd*. Any number of bushels taken any number of times must of necessity give bushels, and can no more give pecks than they can give miles, or dollars. Such I offer as my method of teaching reduction descending. If any one has another, and a better method, I should be pleased to read it in the Journal.

COLLEGE CONVOCAATION.

Having conferred with some of the members of College Faculties of the State, with reference to a meeting of Faculties of Colleges, Academies and Universities, and finding the sentiment favorable, we here suggest that a preliminary meeting be held at some time during the session of the State Teachers' Association. As we have suggested before, the need of such a meeting, or meetings, is obvious. Further announcement will be made in next number of the Journal.

OBSERVATIONS.

In closing our first tour over the State, we announced in the Journal that we should discontinue regular notices of our visits, and should notice only such matters as seemed of especial interest. Some such matters have recently been observed.

SCHOOL HOUSES.—Three towns recently visited are putting up school houses. Winchester and Union City, Randolph county, and Tipton, Tipton county. The house in Winchester is three stories in high, and will cost, when completed, near \$16,000. It will be ready for occupancy about the first of January next. James S. Ferris, the principal of the schools of Winchester, says a normal class will be organized as soon as the new building is opened.

At Union City an addition of two rooms and two halls, at a cost of \$5,000, is being made to the school building. Dr. Convers, trustee, though managing a heavy railroad business, gives detailed supervision to the building, finances, and even to the schools. This is unusual and praiseworthy.

Tipton, a month since, had just completed the foundation for a house which will cost near \$10,000. This will be liberal provision for a town of the size of Tipton. This house is being built by the township, the town not yet being incorporated. The Trustee proposes to have the lower story ready for occupancy this fall.

KOKOMO.—Mr. Fay, the Superintendent of the Kokomo schools, has a normal class of about forty pupils, in which good work is being done.

The number of pupils enumerated in Kokomo is 673; the number enrolled in school is 519; the number of teachers employed, 9. The town uses the building which was put up by a joint stock company for a normal school.

MUNCIE.—The number of children enumerated in 797; enrolled in school 572; number of teachers 10; buildings 2. A High School (in Mr. McRea's classification, Central Academy) is soon to be opened with accommodations for 70 pupils.

There are two object lesson teachers in these schools, Miss Willard, self taught, and Miss Mead, taught at Owego. This is progress. Mr. Waldo has a new element in teaching composition, namely; at the close of the week each pupil writes and reads a statement of the things he or she has learned within that week. This is good, giving facts in composition, and in classifying and fixing knowledge.

MADISON COUNTY.—We spent nearly two days in the Institute of Madison county. The attendance was large, about 90, the teaching good, and the attention excellent. Madison county has been slow in waking up, but when she did awake she awoke all over, springing into line with a bound. Her teachers are nearly all young, but there is a zeal in their youth that gives promise for the future.

Be it said in praise of the Examiner, O. P. Stone, and the teachers, that this county takes more School Journals than any other county in the State.

We learned many other facts interesting and encouraging to us, in our visit, but lest these may not be interesting to our readers, we desist for the present.

INDIANAPOLIS SCHOOLS.—From the report of the schools for the month ending September 27th, 1867, we gather the following: Number of pupils enrolled, 3,432; per cent. of attendance, 95; number in High School, 223; number enrolled for corresponding month in 1866, 2,469; in 1865, 1,642.

MR. A. M. GOW.—The Illinois teacher pays the following high compliment to A. M. Gow, who has recently been elected to the Superintendency of the Evansville schools, from Illinois:

"A. M. Gow, former editor of the Illinois Teacher, and well known to the teachers of this State, has removed to Evansville, Indiana, to take the superintendency of the schools of that city. We deeply regret that Mr. Gow has removed from our State, but we can tell the good people of Evansville, and of Indiana, that they have gained a zealous, active and efficient worker in the cause of education, and one thoroughly prepared for his work. He is the right man for them, as we doubt not they will find for themselves."

COUNTY SUPERINTENDENCY.—Prior to 1865, the Examiner was limited to such time of service each year as he could afford for \$100. In 1865, this limit was changed to such time as the Board of Commissioners might

determine. Some of the friends thought this a backward movement. We held otherwise, claiming that it was the germ that would grow into county superintendency. We had hardly hoped to see our predictions so soon fulfilled. Yet it is so. The Commissioners of Decatur county, at their last session, authorized the Examiner, Mr. Mallett, to commence his work with the opening of the public schools this fall, and continue till their close next spring.

The Commissioners of this county came near adopting the same policy last spring. In certain other counties they give fifty, seventy, or a hundred days, and in some cases say to the Examiner, "as long as you think the schools need your services." Soon this will ripen into regular county superintendency throughout the State.

SINKING FUND.—The interest on the Sinking Fund, for the October apportionment of revenue, was \$101,012 46, making for the current year \$150,826 73. This is the hen that is to lay the *golden egg* in every school house in the State.

LETTER FROM SUPT. JOHN HANCOCK.—We are permitted to extract the following from a letter from Mr. John Hancock, who labored in our State Normal Institutes, last summer. With pleasure we lay these encouraging words before our readers:

CINCINNATI, Sept. 23, 1867.

FRIEND HOSS, *Dear Sir*:—

* * * * *

"I cannot tell you how much I enjoyed my round among the Normal Institutes of your State, last summer. It was not my first acquaintance with your teachers. That I made four years ago at Columbus in an Institute under the direction of Prof Olcott. I there found the teachers deeply in earnest, and desirous of hearing of those things which pertain to their noble profession. Again, at Knightstown two years ago, I found the same admirable spirit actively at work. The last summer I was pleased to see that this professional interest among your teachers was growing broader, deeper and nobler. At Fort Wayne there was not so many teachers in attendance as I had hoped to see, but such as were present were evidently of the best material of the region round about, and gave most earnest attention to all the exercises of the Institute. That section of the State needs working up, and I am much mistaken in Superintendent Smart if he does not do his full share of it. There was a large attendance at Columbus, and good work was done there. Superintendent McRae kept all the exercises moving and up to time. At Richmond there was such an outpouring of earnest and intelligent teachers as one seldom sees in an Institute. Its conductor may well feel proud of its success. In the Terre Haute Institute, under the charge of my old friend Olcott, there was a noble spirit at work among the teachers, such as promised, here—

after, a rich yield of glorious fruit. The spirit, too, of the county institutes I had the privilege of visiting, was equally gratifying.

I had, while in your State, opportunity of visiting none of the schools while in session, except those of Indianapolis. Of the efficiency and success of these, in every particular, I bear most cheerful testimony. I doubt whether the 'training school,' under the instruction of Miss Funnelle, has its equal any where.

The teachers of Indiana have had grave obstacles to contend against, but their invincible spirit has surmounted them all; and hereafter their work, it seems to me, will be comparatively easy.

Viewing the whole situation, I think you have no reason to be ashamed of the educational position your State occupies. It is one warranted by her grand patriotism."

Very truly yours,

JOHN HANCOCK.

LAYING THE CORNER STONE AT CANNELTON.—The Cannelton *Reporter* of September 14th, speaks thus of the laying of the corner stone of their new school house:

"The beautiful ceremony of the laying of the corner stone of the new Cannelton school house, was performed last Tuesday. The day was a delightful one, and the turn out was universal. The young and the old, the gay and the grave, were all in full spirit with the occasion. The Masons, the St. Joseph's, the German Benevolent, the Good Templars, the Odd Fellows, the Sunday Schools, and the gallant Fire Companies, were all out in full regalia, making as handsome a scene as ever pleased the eye of a citizen. It was indeed a great day for Cannelton. And the good nature, the gay cheerfulness, and the enthusiasm, which prevailed throughout all the proceedings, was most creditable to the heads and hearts of the three thousand persons who enjoyed the festival.

TERRE HAUTE SCHOOLS.—A neat report of 28 pages sets forth the condition and work of the schools for the year ending August 31, 1867. From this we learn that the enrollment was 3,021; the average daily attendance 1,656; amount expended in tuition \$14,478 75; cost per pupil per annum \$8 12; number not once absent during the year 44, and number not tardy 324. Teachers' wages for the current year range from \$45 to \$100 per month, the highest given female teachers being \$70. The report shows the schools to be in a prosperous condition.

INSTITUTES.—We have several Institute reports before us, some printed some written, but nearly all too long for insertion. We will, however, try to extract from the longest and insert the shortest.

Owing to the amount of other matter that should go into the Journal, we feel it necessary to ask Secretaries to make their reports short.

THE PIKE COUNTY INSTITUTE was held during the second week of August. The number of teachers enrolled was 75; the average attendance 64.

From Examiner Hamilton we learn that the Institute of Jackson county numbered 53. Mr. H. says he insists that all his teachers shall take and read the Indiana School Journal.

THE PUTNAM COUNTY INSTITUTE, held during the first week of September, enrolled 105 members, and was conducted without cost to the teachers.

It was resolved, among other things, that teachers should discourage the use of tobacco; that female teachers were entitled to the same wages as males, when like labor was performed; and that every teacher ought to take an educational journal.

This was by far the largest Institute ever held in Putnam. The money drawn from the county Treasury met all expenses, leaving a small balance for next Institute. This shows economy on the part of the Examiner.

THE WARRICK COUNTY INSTITUTE, held from the 16th to the 20th of September, inclusive, resolved in favor of moral character in teachers; in favor of educational journals; and against tobacco.

Daniel Hough superintended. A vote of thanks was tendered Daniel Hough, the superintendent of the Institute, and J. D. Forrest, county Examiner.

THE ROCKPORT COUNTY INSTITUTE, opening September 23d, enrolled 103 members. The Institute resolved in favor of equal wages for males and females in the same grade of schools; in favor of grading licenses, and paying according to grade; in favor of the School Journal; and against tobacco.

DELAWARE COUNTY INSTITUTE.

MUNCIE, INDIANA. August 31, 1867.

HON. G. W. HOSS, Sir:—The first session of the Delaware county Teachers' Institute began on Monday the 26th inst. and adjourned yesterday. There were sixty-two names enrolled. The exercises were conducted by Hamilton S. McBae, of Muncie, Superintendent, John Hancock, of Cincinnati, William A. Bell, of Indianapolis, and Emma A. Meade, from the Oswego training school.

The best methods of instruction were presented by lectures and illustrative lessons. Two public lectures were given; one by William A. Bell, entitled "The Other Side," and one by John Hancock,—subject, "Reciprocal Duties of Parents and Teachers." Both were attended by large and appreciative audiences. A very interesting paper was read by Ida Husted. The interest manifested by the citizens generally, especially by the Examiner and members of the Muncie School Board, in the success of the Institute, was such as is seldom witnessed. On evenings not occupied by lectures, the Institute accepted invitations to hold sociables at the residences of citizens. The Bellefontaine Railroad, with characteristic liberality, granted free return passes.

The Delaware county *Times*, and *Guardian of Liberty*, gave liberal notices of the Institute. Among the resolutions passed was one recommending the Indiana School Journal, and Little Chief.

CALVIN C. WALDO, *Secretary*.

THE OWEN COUNTY TEACHERS' INSTITUTE,

Held its session at Spencer, beginning August 12th and continuing for one week. Sixty-five teachers were present. The principal instructor was Prof. D. E. Hunter, of Bloomington.

The following resolutions were adopted :

1st. That the school law should require teachers to attend the annual Institute.

2d. That we recommend the repeal of the amendment to the 35th section of the school law.

3d. That every teacher should read a school journal.

4th. That each Trustee should furnish each school house in his township with an Unabridged Dictionary.

5th. That the use of tobacco is an unbecoming and unnecessary habit, and that we solicit teachers and scholars to abstain from its use in or about the school room.

6th. That we tender Prof. Hunter our thanks for the able manner in which he has conducted the exercises of the Institute.

SAMUEL McBRIDE, *Secretary*.

FROM ABROAD.

NEW YORK.—The New York Teacher is to be merged into the American Educational monthly.

ILLINOIS.—We learn from Prof. Edwards that the Normal University of Illinois opened with 800 students, 300 of these being in the normal department.

NEW JERSEY.—From the principal, Prof. John Hart, we learn the following : Number in attendance in normal department, 144 ; model schools, 320 ; Primary, 47—total, 511.

The Farnum Preparatory School is auxiliary to the normal school. The indications are that these schools are in a flourishing condition.

NUMBER OF GRADUATES OF EIGHT COLLEGES.—From the Wisconsin Journal we take the following exhibit of the number of graduates from the literary departments of the Colleges named :

	Whole number of graduates.	Graduates. now living.
Harvard, in 1866.....	7,736	2,779
Yale, in 1865.....	7,453	3,557
New Jersey, in 1866.....	4,284	2,709
Dartmouth, in 1864.....	3,412	1,939
Brown, in 1866.....	2,226	1,319
Williams, in 1865.....	2,051	1,446
Amherst, in 1866.....	1,681	1,360
Bowdoin, in 1864.....	1,512	1,125

MARYLAND.—The sixth number of volume first of the *Maryland Educational Journal* comes with a beautifully clear paper, fair type, and a superb frontispiece representing the Maryland Institute for the promotion of Mechanic Arts.

KENTUCKY.—The State Teachers' Association publishes the proceedings of its last meeting, in a handsome pamphlet of fifty-one pages. The meeting seems to have been one of interest and profit. The number in attendance was near 80, only about ten of these being from the public schools, the others all being from private schools, academies and colleges. The teachers of the public schools must make a better showing than this before they can give these schools the prominence they deserve.

The Association held the last day of its session in Mammoth Cave. The exercises were intensely interesting, and becomingly religious and solemn, in this grand subterranean temple of God's own building.

INDIANA STATE TEACHERS' ASSOCIATION.

ORDER OF EXERCISES

Of the Fourteenth Annual Meeting, to be held at the city of New Albany, Indiana, December 25th, 26th and 27th, 1867.

WEDNESDAY EVENING.

At 7 o'clock—Organization.

At 8 o'clock—Inaugural address by the President, Rev. Joseph Tuttle, D. D., Crawfordsville.

THURSDAY MORNING.

At 9 o'clock—Opening exercises.

At 9½ o'clock—Paper by Daniel Hough, Esq., Indianapolis. Subject: "Higher Culture."

Discussion of the same.

At 10½ o'clock—Paper by Hiram Hadley, Richmond. Subject: "Constructive Geography."

Discussion of the same.

At 11½ o'clock—Report of the State Institute Committee. Discussion of the subject.

THURSDAY AFTERNOON.

At 2 o'clock—Paper by A. M. Gow, Evansville. Subject: "County Superintendency."

Discussion of the same.

At 3 o'clock—Ladies' Journal.

At 3½ o'clock—Reading; Styles and Methods.

At 4 o'clock—Lecture by Prof. Richard Owen, of the State University. Subject: The "Geology of the State."

THURSDAY EVENING.

At 7 o'clock—Discussion. At what stage of advancement is it expe-

dient and desirable that pupils should commence the formal study of English Grammar. Thomas Charles, of Indianapolis; W. M. Craig, of Madison; A. W. Jones, of Vincennes; and Geo. P. Brown, of Richmond, will lead in the discussion.

At 8 o'clock—Annual Address, by Hon. Will Cumbback, of Greensburg.

FRIDAY MORNING.

At 9 o'clock—Opening exercises. General business.

At 9½ o'clock—Literary exercises in High Schools. Paper by J. H. Smart; followed by discussion.

At 10½ o'clock—Business Integrity; how best promoted by education. Paper by Wm. H. Wiley, of Terre Haute. Discussion of subject and paper.

At 11 o'clock—Ladies' Journal.

At 11½ o'clock—Election of officers.

FRIDAY AFTERNOON.

At 2 o'clock—Discussion. Subject: The "Relation of the State University to the Common Schools."

At 1¼ o'clock—The true theory of Normal Schools, and their practical relations to the Common Schools. Lecture by Thomas Metcalf, of Normal University, Illinois.

Discussion of the subject.

At 4 o'clock—Reports of Committees, etc.

FRIDAY EVENING.

At 7 o'clock—Discussion. Which do we make too much the end of education, knowledge or discipline?

At 8 o'clock—Brief addresses by representative educators. Adjournment.

The citizens of New Albany will entertain ladies *free*; and gentlemen, at the hotels, at one dollar per diem.

J. M. OLCOTT, *Chairman Ex. Com.*

BOOK TABLE.

Mental and Social Culture: a text-book for Schools and Academies, by Lafayette C. Loomis, President of Wheeling College, New York: Schermerhorn & Co., 12 mo. pp. 118.

This work contains many valuable rules and suggestions relative to study, habits, and conduct. These suggestions will not be found new, save by the young or by those who have not read much. This fact need not detract from the merit of the book, as correct principles remain correct, whether new or old.

A complete Biblical Biography, containing a full history of Bible Men and Women, with an appendix containing the Biography of unmarried

persons. By Rev. T. G. Beharrell, A. M. Indianapolis: Downey & Brouse, 8vo. pp. 512, price \$3 00.

This work contains the biographies of about one thousand eight hundred persons, and is written in a style at once easy and pleasing. It treats matters of interest to every lover of the Bible. We therefore hail this work as one of a class that must increase our knowledge of, and love for, the sacred Scriptures. It will therefore be welcomed, we trust, by the Sabbath School scholar, the Sabbath School teacher, and by bible readers generally. Any one who uses this book will be both interested and profited.

Beyond the Mississippi: Life and adventures on the Prairies, Mountains, and Pacific coast, from 1857 to 1867. By Albert Richardson. Hartford, Conn.: American Publishing Company.

This book is bristling with the accounts of thrilling adventures, hair breadth escapes, mad cap bravery, with occasional deeds of noble purpose and exalting heroism. These are interspersed with descriptions of natural scenery of rare beauty and thrilling grandeur. Not much space is given to soil, climate, minerals or productions. On this account the land buyer will not likely be interested in this book, but those loving the dash of pioneer life will here find a "feast of fat things."

Fuller details will be found in the publishers notice which we here insert:

"BEYOND THE MISSISSIPPI: A Complete History of the new States and Territories, from the Great River to the Great Ocean. By Albert D. Richardson. Over 20,000 copies sold in one month. Life and adventures on Prairies, Mountains, and the Pacific Coast, with over 200 descriptive and photographic views of the scenery, cities, lands, mines, people and curiosities of the new States and Territories.

To prospective emigrants and settlers in the "Far West," this history of that vast and fertile region will prove an invaluable assistance, supplying as it does a want long felt of a full, authentic and reliable guide to climate, soil, products, means of travel, etc., etc.

Agents Wanted. Send for circulars and see our terms, and a full description of the work. Address NATIONAL PUBLISHING CO., 148 West Fourth St., Cincinnati, Ohio."

T H E
INDIANA SCHOOL JOURNAL.

December, 1867.

Volume XII.	GEORGE W. HOSS, Editor.	Number 12.
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ON OBSERVING A PROPER ORDER IN THE DEVELOPMENT OF THE MENTAL FACULTIES.

BY JOHN S. HART, LL. D., Principal of the State Normal School,
Trenton, New Jersey.

Education is the process of developing in due order and proportion all the good and desirable parts of human nature. On this point all educators are substantially agreed. Another truth, to which there is a general theoretical assent, is that, in the order in which we develop the faculties, we should follow the leadings of nature, cultivating in childhood those faculties which seem most *naturally* to flourish in childish years, and reserving for maturer years the cultivation of those faculties which, in the order of nature, do not show much vigor until near the age of manhood, and which require for their full development a general ripening of all the other powers.

The development of a human being is in some respects like that of a plant. There is one stage of growth suitable for the appearance and maturity of the leaf, another for the flower, a third for the fruit, and still a fourth for the perfected and ripened seed. The analogy has, of course, many limitations. In the human plant, for instance, one class of faculties, after maturing, does not disappear in order to make place for another class, as the flower disappears before there can be fruit. Nor, again, is any class of faculties want-

ing altogether until the season for their development and maturity. The faculties all exist together, leaf, flower, fruit and seed, at the same time, but each has its own best time for ripening.

While these principles have received the general assent of educators, there has been a wide divergence among them as to some of the practical applications. Which faculties do most naturally ripen early in life, and which late in life?

According to my own observation, the latest of the human powers in maturing, as it is the most consummate, is the Judgment. Next in the order of maturity, and next also in majesty and excellence, is the Reasoning power. Reason is minister to the judgment, furnishing to the latter the materials for its action, as all the other powers, memory, fancy, imagination, and so forth, are ministers to reason, and supply it with its materials. The reasoning power lacks true vigor and muscle, the judgment is little to be relied on, until we approach manhood. Nature withholds from these faculties an earlier development, for the very reason apparently, that they can ordinarily have but scanty materials for action until after the efflorescence of the other faculties. The mind must first be well filled with knowledge, which the other faculties have gathered and stored, before reason and judgment can have full scope for action.

Going to the other end of the scale, I have as little doubt that the earliest of all the faculties to bud and blossom is the Memory. Children not only commit to memory with ease, but they take actual pleasure in it. Tasks under which the grown up man recoils and reels, the child will assume with light heart, and execute without fatigue. Committing to memory, which is repulsive drudgery to the man, is the easiest of all tasks to the child. More than this. The things fixed in the memory in childhood are seldom forgotten. Things learned later in life, not only are learned with greater difficulty, but more rapidly disappear. I recall instantly, and without effort, texts of scripture, hymns, catechisms, rules of grammar and arithmetic, and scraps of poetry and of classic authors, with which I became familiar when a boy. But it is a labor of Hercules for me to repeat by memory anything acquired since attaining the age of forty. The Creator seems to have arranged an order in the natural development of the faculties for this very purpose, that in childhood and youth we may be chiefly occupied with the accumulation of materials in our intellectual storehouse. Now to reverse this process, to occupy the immature mind of childhood chiefly with the cultiva-

tion of faculties which are of later growth, and actually to put shackles and restraints upon the memory, nicknaming and ridiculing all memoriter exercises as parrot performances, is to ignore one of the primary facts of human nature. It is to be wiser than God.

Another faculty that shoots up into full growth in the very morning and spring-time of life is Faith. I speak here of course, not of religious belief, but of that faculty of the human mind which leads a child to believe instinctively whatever is told him. That we all do thus believe, until by slow and painful experience we learn to do otherwise, needs no demonstration. Every body's experience attests the fact. It is equally plain that the existence and maturity of this faculty in early childhood is a most wise and beneficial provision of nature. How slow and tedious would be the first step in knowledge, were the child born, as some teachers seem trying to make him, a skeptic, that is, with a mind which refuses to receive anything as true, except what it has first proved by experience or reason! On the contrary, how much is the acquisition of knowledge expedited, during these years of helplessness and dependency, by this spontaneous, instinctive faith of childhood. The same infinite wisdom and love, which in the order of nature provide for the helpless infant a father and mother to care for it, provide also in the constitution of the infant's mind that instinctive principle or power of faith, which alone makes the father's and mother's love efficient towards the intellectual growth and development. Of what use were parents or teachers, in instructing a child, who required proof for every statement that father, mother, or teacher gave? How cruel to force the confiding young heart into premature scepticism, by compelling him to hunt up reasons for everything, when he has reasons, to him all sufficient, in the fact that father, mother, or teacher told him so?

It may seem trifling to dwell upon these elementary points. Yet there are wide-spread plans of education which violate every principle here laid down. Educators and systems of education, enjoying the highest popularity, seem to have adopted the theory, at least they tacitly act upon the theory, that the first faculty of the mind to be developed is the Reasoning power. Indeed they are not far from asserting that the whole business of education consists in the cultivation of this power; and they bend accordingly their main energies upon training young children to go through certain processes of reasoning, so called. They require a child to prove every-

thing before receiving it as true, to reason out a rule for himself for every process in arithmetic or grammar, to demonstrate the multiplication table before daring to use it, or to commit it to memory, if indeed they do not forbid entirely its being committed to memory as being too parrot-like or mechanical. To commit blindly to memory precious forms of truth, which the wise and good have hived for the use of the race, is held as old fogyish. To receive as true anything which the child can not fathom, and which he has not discovered or demonstrated for himself, is denounced as slavish. All authority in teaching, growing out of the age and the reputed wisdom of the teacher, all faith and reverence in the learner, growing out of a sense of his ignorance and dependence, are discarded, and the frightened stripling is continually rapped on the knuckles, if he does not at every step show the truth of his allegations by what is called a course of reasoning. Children reason, of course. They should be encouraged and taught to reason. No teacher, who is wise, will neglect this part of a child's intellectual powers. But he will not consider childhood the season for their main normal development. He will hold this subject for the present subordinate to many others. Moreover, the method of reasoning which he does adopt, will be of a peculiar kind, suited to the nature of childhood, the results being mainly intuitional, rather than the fruits of formal logic. To oblige a young child to go through a formal syllogistic statement in every step in elementary arithmetic, for instance, is simply absurd. It makes nothing plain to a child's mind, which was not plain before. On the contrary, it often makes a muddle of what had been perfectly clear. What was in the clear sunlight of intuition, is now in a haze in consequence of the intervening medium of logical terms and forms, through which he is obliged to look.

A primary teacher asks her class this question: "If I can buy 6 marbles with 1 penny, how many marbles can I buy with 5 pennies?" A bright boy who should promptly answer "30," would be sharply rebuked. Little eight-year old Solon on the next bench has been better trained than that. With stately and solemn enunciation he delivers himself of a performance somewhat on this wise: "If I can buy 6 marbles with 1 penny, how many marbles can I buy with 5 pennies? Answer—I can buy 5 times as many marbles with 5 pennies as I can buy with 1 penny. If, therefore, I can buy 6 marbles with 1 penny, I can buy 5 times as many marbles with 5 pennies; and 5 times 6 marbles are 30 marbles."

Therefore, if I can buy 6 marbles with 1 penny, I can buy 30 marbles with 5 pennies."

And this is termed reasoning! And to train children, by forced and artificial processes, to go through such a rigmarole of words, is recommended as a means of cultivating their reasoning power, and of improving their power of expression! It is not pretended that children by such a process become more expert in reckoning. On the contrary, their movements as ready reckoners are rather retarded by it. Instead of learning to jump at once lightning-like to the conclusion, by a sort of intuitional process, which is of the very essence of an expert accountant, they learn laboriously to stay their march by a cumbersome and confusing circumlocution of words. And the expenditure of time and toil needed to acquire these formulas of expression, which nine times out of ten are to those young minds the mere *dicta magistri*, is justified on the ground that the children, if not learning arithmetic, are learning to reason!

Let me not be misunderstood. I do not advocate the disuse of explanations. Let teachers explain; let children give explanations. Let the rationale of the various processes through which the child goes, receive a certain amount of attention. But the extreme into which some are now going, in primary education, is that of giving too much time to explanation and theory, and too little to practice. We reverse the order of nature in this matter. What it now takes weeks and months to make clear to the immature understanding, is apprehended at a later day with ease and delight at the very first statement. There is a subtle philosophy underlying this whole matter. It is simply this. In the healthy and natural order of development, in educating a young mind, theory should follow practice, not precede it. Children learn the practice of arithmetic very young. They take to it naturally, and learn it easily, and become very rapidly expert practical accountants. But the science of arithmetic is quite another matter, and should not be forced upon them until a much later stage in their advancement.

To have a really correct apprehension of the principle of decimal notation, for instance, to understand that it is purely arbitrary, and that we might in the same way take any other number than ten as the base of a numerical scale—that we might increase, for instance, by fives, or eights, or nines, or twelves, just as well as by tens—all this requires considerable maturity of intellect, and some subtlety of reasoning. Indeed, I doubt whether many of the teachers, who

insist so much on young children's giving the rationale of everything, have themselves ever yet made an ultimate analysis of the first step in arithmetical notation. Many of them would open their eyes were you to tell them, for instance, that the number of fingers on your two hands may be just as correctly expressed by the figures 11, 12, 13, 14, or 15, as by the figures 10,—a truism perfectly familiar to every one acquainted with the generalizations of higher arithmetic. Yet it is up-hill work to make the matter quite clear to a beginner. We may wisely, therefore, give our children at first an arbitrary rule for notation. We give them an equally arbitrary rule for addition. They accept these rules and work upon them, and learn thereby the practical operations of arithmetic. The theory will follow in due time. When perfectly familiar with the practice and the forms of arithmetic, and sufficiently mature in intellect, they awake gradually and surely, and almost without an effort, to the beautiful logic which underlies the science.

How do we learn language in childhood? Is it not solely on authority, and by example? A child who lives in a family where no language is used but that which is logically and grammatically correct, will learn to speak with logical and grammatical correctness, long before it is able to give any account of the processes of its own mind in the matter, or indeed to understand those processes when explained by others. In other words, practice in language precedes theory. It should do so in other things. The parent who should take means to prevent a child from speaking its mother-tongue, except just so far and so fast as it could understand and explain the subtle logic which underlies all language, would be quite as wise as the teacher who refuses to let a child become expert in practical reckoning until it can understand and explain at every step the rationale of the process—who will not suffer a child to learn the multiplication table until it has mastered the subtle metaphysics of the science of numbers, and can explain with the formalities of syllogism exactly how and why, seven times nine make sixty-three.

These illustrations have carried me a little, perhaps, from my subject. But they seemed necessary to show that I am not beating the air. I have feared lest, in our very best schools, in the rebound from the exploded errors of the old system, we have unconsciously run into an error in the opposite extreme.

My positions on the particular point under consideration may be summed up briefly as follows:

1. In developing the faculties, we should follow the order of nature.

2. The faculties of Memory and Faith should be largely exercised and cultivated in childhood.

3. While the Judgment and the Reasoning faculty should be exercised during every stage of the intellectual development, the appropriate season for their main development and culture is near the close, rather than near the beginning, of an educational course.

4. The methods of reasoning used with children should be of a simple kind, dealing largely in direct intuitions, rather than formal and syllogistic.

5. It is a mistake to spend a large amount of time and effort in requiring young children formally to explain the rationale of their intellectual processes, and especially in requiring them to give such explanations before they have become by practice thoroughly familiar with the processes themselves. Practice first, theory afterward.

MORAL INSTRUCTION.

BY W. H. DE MOTTE, President Indiana Female College.

Whatever man is at maturity he owes to two sources—nature and education. We use these terms in their widest signification—nature to include all man's endowments, and education all the influences which are brought to bear in developing, training, directing and applying these endowments.

Nature's gifts are in the form of capabilities rather than of absolute powers. Man is capable of exerting physical force—of reasoning—of appreciating moral truth; and the ability possessed by the individual depends upon the extent to which those capabilities are developed. Upon observation it will be found that the excellence of maturity is to a much greater extent the result of education than of natural gifts. Natural mediocrity, aided by judicious instruction, will accomplish far more than untrained, or ill-trained genius. In a word, we find men generally doing what, and only what they have been taught to do; and doing that well or ill as that teaching has been judicious or injudicious.

The great question of education is not simply *how* shall we work upon natural capabilities, but also upon *which* shall we work. Where shall our best efforts be put forth? We will not accomplish our object—the construction of a *manly* character, by bestowing all our attentions toward his physical development—nor by considering alone the intellectual, nor yet alone the moral nature. Man needs skill and force in all these departments. But in which most?

Without attempting to decide this, it is easy to see that while physical and mental excellence are accomplishing much around us, it is evident that however potent these may be they are in a great majority of cases but servants, acting under the control of a master, and that that master is the affections. The manhood and womanhood which bless society are largely made up of heart.

Faith and practice follow the drawings of desire: so much so that it is quite a rare occurrence to find one acting from pure unbiassed judgment. Almost every one knows much better than he does. Opinions are tinged with the hue of dispositions. Likes and dislikes, fixed frequently without reason or sense, lead or drive almost universally. We acknowledge this when we attempt to persuade by seeking first to win the heart, knowing that, that secured, the consent of the head and the compliance of the muscles will readily follow.

Under the influence of this force of the affections we see men succeeding in what they love to do, no matter how difficult it may be, and failing where there is a dislike. In fact, the idea of love enters so largely into that of devotion, that we can not think of the one without calling up the other. We do not expect an individual to succeed in any work upon which his heart is not set; and the fact that his heart is set upon an object is to us sufficient guaranty of his success.

Properly estimating the controlling force of the passions, and deeming education to be the process of preparing men and women for society, what shall we say of such courses of study and drill as have a tendency to develop only the intellectual nature of man, leaving out of the account the moral nature? Training into shrewd activity, and bringing to murderous acuteness the instruments which in the hands of uneducated passions, and untrained desires will work evil to the possessor and all connected with him.

I know that the "wise man's eyes are in his head"—and "the heart of the wise is at his right hand" where he has control of it,

but in our day the proportion of *wise* men is wonderfully small; the real falls far short of the ideal. As teachers we are to train human beings with such capabilities and susceptibilities as we find in them, for society as we see it around us—and in attempting this we are surely very unwise to neglect the education of that which will have the controlling influence in after life. We are constructing delicate machinery and starting it under the influence of a power which, without provisions for control, will wreck the whole. In pursuing such a course we virtually say that the moral nature is inferior to the intellectual, and therefore merits less attention. We manifest a disposition to do anything which will strengthen and train into healthy action the perception, memory, judgment and imagination—are continually philosophising as to the proper order to be pursued and means applied to accomplish most for the intellect, while we leave the heart—that engine of power—to be biased and misled by its own perverse inclinations and the evil circumstances which surround it. I am persuaded that this is but an illustration of what I said above. We are pursuing such a course, not because our judgment tells us it is the best, but because our cowardly hearts tell us it is the easiest. There is little responsibility in teaching fractions. If you give a wrong direction, little evil follows. But in teaching morals—the heart shrinks from the fearful task—a misstep may cause a life of shame, followed by “eternal contempt.” We thus instinctively and unconsciously acknowledge the superiority of the moral nature and its influence in life; and yet under the control of an improper motive we allow others to grow up into the same slavery which binds us—the servitude of mind to passion. We are moral cowards; and we are training them to be the same.

Others, while admitting the necessity of moral training, fail to undertake it, not from fear but from an impression that it is not their duty: that there are others upon whom the duty of moral instruction rests; and in case it is neglected, these and not the common school teachers are to blame. I am not prepared to admit the truth of this. There are other instructors—every parent, every minister, every associate, every stranger the child meets upon the street is an instructor. And the teacher, holding so intimate a connection as he does with the pupil, surely can not be exempt. No, I would rather assert the opposite. The teacher by his very relation becomes *ex necessitate* next to the parent, responsible for the moral training of the child, and, of course, for the moral character

of the adult. No other but the parent has such control of the child. No other but the parent's hand touches so readily and so frequently the child's heart; and no other but the parent leaves so strong an impression there. I will go a little farther. Have you not some boy or girl under your care over whom you have more influence than even his mother has? It frequently happens that through careless or injudicious treatment the parent has lost the love and respect which wins and guides, which you by your position retain; are you not in such case more responsible than the parent?

In another view: considering the praise of those who do well, is it not a glorious privilege to wield an influence in forming characters which shall in maturity bless the world and honor God? It seems wise to seek for rather than to avoid opportunities for doing such work.

Again, a circuitous route is frequently preferable, and you come to your object more surely than by a direct course. There is nothing more clearly set forth in the experience of every observing teacher, than that the easiest way to secure the mastery of a child is through his heart. The pupil who has been trained to politeness, honesty and truthfulness, is the one who will give you most pleasure and least pain. Should you have one who has, by some means, missed such training, it is by far the surest and speediest way for you to go back and correct his evil habits, and implant good ones. When a man would build a house he first digs down that he may lay a firm foundation. Otherwise, however much and beautiful he may build above, whether the want of foundation be his fault or not, is but a waste of material and effort.

You will see this more clearly if you put out of mind the bare lessons you are teaching—the means and apparatus you are using, and ask yourself the direct question: What am I doing? What is to be the *result* of my labors? All these appliances are but the means for securing an end. What is that end? By and by, out of all this will grow up a man or woman; polished and beautiful, or marred and hideous: blessing by skill of intellect and goodness of heart, or cursing by stupidity and wickedness. The means are all in my hands; will not the praise or blame of the result rest upon me?

And I tell you it will rest upon you. Society may not place it there; those who employ you may not expect you to look after the morals of your charge, but there is a higher tribunal which

prescribes your duties, and which will call you to an account for their performance.

But how shall this moral instruction be given? What books shall be used, and what methods employed? I answer, all the circumstances of the child are the book. The teacher—his words, his actions, his character—fellow-pupils, their words and their actions—all form lessons which hour after hour the child observes and imitates till they become parts of himself. They form for him the material out of which his moral character is built. Of course the Bible ought to be used, and "Moral lessons" are of great value, *provided* the surroundings be made to illustrate and enforce the precepts taught; otherwise they are worse than useless. Preaching without the illustration of practical virtue loses all its force. No principle, however eloquently and forcibly presented, can find any permanent lodgment in the heart, when the eye sees it violated in the conduct of the teacher, or by his permission in the conduct of his pupils. The morals of a school-room are not constructed like the works of a clock, to be wound up once a day, and left to run correctly without farther attention. The continuous attrition of circumstances has far more to do in forming character than any extraordinary or spasmodic influences brought to bear occasionally upon the subject.

Let the teacher's care then be that his own heart be right; that his every word and action accord with the strictest rule of propriety; let the full weight of his influence at all times be given in favor of the good, and against the evil: let him labor to remove all evil influences, and foster and strengthen all good, and he will place before his pupils such lessons as they will readily learn, and learning become what the world needs—what the master appears, the pure, the noble, the useful.

NORMAL TRAINING SCHOOLS.

BY PROF. W. F. PHELPS, Principal of the Minnesota Normal School.

Normal Training Schools are yet in their infancy in this country. Their history dates back only to July 3d, 1839, when the first institution of this kind under State patronage was opened at Lex-

ington, Massachusetts, three pupils presenting themselves for examination on the first day. They have not yet, therefore, acquired the experience of a single generation, and it would be unreasonable to suppose that they are to-day all that they ought to be, or all they may be made to be. What years are in the brief life of an individual, generations or centuries may be assumed to be in the history of these institutions which are to conserve and advance the interests of civilization through all the ages to come.

As many years do not always suffice to mature the individual character through experience of labor, and it may be, of vicissitude and suffering, so generations may be required to perfect those benign agencies whose influence upon the race can never perish. It is necessary that this truth should be carefully weighed and fully recognized by all who would deal justly toward a cause which is vitally linked with the perpetuity of the Republic and the progress of humanity.

Again, all arts must pass through the stages of infancy and childhood before reaching full maturity. Thus it has been with painting, sculpture, and architecture, as archæology and history abundantly attest.

Thus also with engineering and the mechanic arts. Compare the rude implements of the ancient Egyptians, for the cultivation of the soil, with the splendid triumphs of skill as embodied in modern agricultural machines, and the progress of ages in this particular will be perceptible at a glance.

And, moreover, progress in the arts ever has waited and ever must wait upon the advance of those sciences upon which the arts depend.

The marvelous improvements of the past half century in the means and methods of applying power to useful purposes, of transmitting intelligence, of intercommunication, of dyeing, coloring, printing, and cultivating the soil, were preceded by corresponding discoveries in chemistry and the natural sciences. The basis of all true art must be in exact science. Science reveals laws—the thoughts of God—and art subordinates them to the promotion of human welfare. Science discovers the true and the beautiful, and from them art discovers the useful by contriving appropriate means and agencies for giving to scientific principles their due effect.

So it must be in the highest, the most important, and most difficult of all arts—the art of teaching.

It is yet in its primary stage.

It is, hence, immature and imperfect.

We are but just learning some of the earlier steps in the process of training human beings for the career of life.

As the true science of mind, or what may be better characterized as the *science of human nature*, becomes more fully known, the *art of human culture*, which grows out of it, will be gradually developed upon the basis of observed facts and of experience, until the educator who is properly prepared for his work may enter upon it with the reasonable expectation of results as positive and certain as those which are realized in engineering and mechanic arts.

While, therefore, the art of Teaching is itself immature and imperfect, it must be conceded that *the art of teaching that art* must be correspondingly immature and imperfect, and that institutions set apart for this special work have need of all the material aid, the sympathy and encouragement which a large hearted people can bestow. And furthermore, because this great art is as yet so little understood, it is the more indispensable that special agencies like Normal Training Schools should be established, generously supported, and in every way encouraged, to the end that not only what is known may be universally diffused, but that the boundaries of our knowledge in this particular field may be the more rapidly advanced by the setting apart of able minds to the investigation of a subject of such overshadowing importance. Thus it becomes manifest that Normal Training Schools, by devoting themselves to the special work of investigating and of applying the laws of human nature to the art of human culture, must contribute powerfully to the increase of our knowledge in this particular direction, as well as to the best methods of applying that knowledge to the development and perfection of the three-fold nature of man.

With all their imperfections they have already accomplished more in this field, when we take into account their number and the limited means placed at their command, than all other agencies combined. They are rapidly making *real*, what has heretofore been only *ideal*, a *profession of Teaching*.

They are greatly swelling the ranks of those who can truly be called scientific educators, because their methods are based upon an exact knowledge of the principles of education so far as they are known. They are raising the standard of Education, by a perpetual exemplification of the best methods known to the pro-

feasion. Through their graduates and pupils they are establishing secondary centers of influence by means of the superior schools taught by them at all the points where their services are sought. They are raising up competent officers required to fill the responsible places in an efficient educational system. They are aiding in giving the country a distinctively educational literature by making the teaching of educational science a permanent feature of their work. They are greatly increasing the value of institutes and associations as secondary means for advancing the cause, by contributing their quota of professional experts to give character and direction to these agencies. In short, there is no assignable limit to the influence which these seminaries are exerting upon the educational movement of our country, even during this early stage in their history, and while they are yet imperfect. And there can be no question that it is for the best interests of the country to develop to their utmost capacity these benign agencies for the perfection of our common school system and the promotion of education. If, in their infancy, they are so prolific of good, what may not be expected of them in their maturity?

And if one school requires a skillful and trained teacher, why do not all?

The time is coming when our Normal School system will be so far expanded and improved as to be able to furnish an accomplished teacher for every school in the land. New York, Wisconsin and Minnesota seem to be already penetrated with this conviction, and the conviction is rapidly ripening into experience; for the former State has provided for nine of these Training Schools, Wisconsin for six, and Minnesota in her youth for three, all of which will be in operation within a very few years.

It becomes an important question, therefore, what improvements are desirable and practicable in the organization and management of these seminaries for training teachers. In theory they are purely professional schools.

In practice they are compelled to devote a large proportion of their time and strength to mere academic or general teaching. Is this necessary? We think it is. Under present circumstances it can not be avoided. Were our Normal Schools to devote themselves to purely professional training, were they to establish a standard of admission so high in respect to scholarship as to make special instruction their only aim, their seats would become vacant,

and their doors would soon be closed. Why? Because the instruction given in our common schools is still so superficial and inexact as to necessitate a recurrence to general studies, and in a majority of cases to first principles and to elementary subjects, as a suitable preparation for the professional course. A good teacher must know *accurately* and *thoroughly* more than he is expected to teach, "that he may teach," as Guizot says, "with intelligence and taste."

Until he has this knowledge, thus exact, he is unfitted for that higher professional study and practice which it is the special function of the Normal School to impart. Until, therefore, the standard of scholarship in our elementary schools is greatly elevated, the necessity of imparting general knowledge at the Normal School will be imperative. But there is another view which is sometimes taken of this subject. There are those who believe it will never be desirable to abandon general instruction in these seminaries. Such persons affirm that one of the very best means for teaching *how to teach a given subject* is actually to teach it to those who are to repeat the process according to the most approved methods.

Granting that this may be so, however, it may be asked, Why is it necessary to impose this burden of standard teaching upon the professional schools? So far as the *example* of exact and scientific teaching is necessary to prepare good teachers, why should not that be afforded in the schools of our general system? That is as much their special work, as professional training is the function of the Normal School. If the schools of our general system can not be made to do *exact* and *thorough work*, then Normal Schools have been established in vain, for it is just for this that the latter are laboring to raise up accomplished teachers. When that is done to an extent sufficient to supply the schools at large, then academic instruction, as such, may be, to a great extent, abandoned in the Normal Schools. It is a temporary necessity which imposes this labor upon these institutions, and we believe the measure of their excellence to be the extent to which they may be able to increase their *professional* and diminish their *general studies* and *exercises*.

More thorough teaching will prevail in the common schools when their teachers know *HOW TO DO IT*. More noble characters, fitted to grapple with life's stern problems, will be sent forth from the schools of the people, when those who conduct them *know how to do it*. There will be less ignorance and vice, less stupidity, care-

lessness and wastefulness, less injustice and wrong among the graduates of these schools, when their teachers *know how to prevent them*. And this is precisely what Teachers' Seminaries are for. It is the work which they ought to do, and which they will do, far better when they are permitted to carry out with singleness of purpose their noble and sublime aim.

Let them look carefully to the principles which govern their organization and management.

Let it be their chief care to deal mainly with the *what* as it relates to the science of human nature, and with the *how* as it refers to the manifold means and methods of training human beings according to the standard of perfect manhood and womanhood.

What the general plan of organization, what the course of training, and what the management of these schools should be, must be reserved for future consideration.

LINEAR DRAWING IN OUR COMMON SCHOOLS.

[The following article is taken from the Pennsylvania School Journal.]

The education of the children in our common schools in the art of drawing is daily awakening greater interest. The touch-stone of common sense is being applied to this matter, and the good-natured public begins to think that since "making pot-hooks is drawing," the boys and girls may just as well,—perhaps a little better,—spend some additional time upon boxes and barrels and other familiar objects that come in their way. In sketching these the more intelligent begin to admit that both eye and hand are trained, and that more effectually than upon the bald elements of penmanship; since, in imitating familiar forms about him, the impulse under which the pupil labors is *from within*, all the enthusiasm of which his nature is capable being frequently aroused. Progress, rapid and sure, can not fail to be made under circumstances of this character,—how much more rapid than where the learner works blindly on at the tiresome task of imitating this "element" or that, or writing again and again the letters or words that so often grow worse as the distance from the starting point grows greater.

Twenty years ago a successful teacher of New York startled certain steady folks who venerated "pot-hooks," by declaring that, in his own experience, he had taught penmanship better when he had devoted *but half the usual time to it*. Instead of penmanship each day, as had been the usual custom, he threw it upon his programme every second day,—alternating with linear drawing. This explained the paradoxical statement. And the influence of teachers such as he, is gradually "leavening the lump." Linear Drawing will ere long be awarded its proper *status* upon the school-room curriculum. Speed the day! It can not come too soon.

The question is frequently asked: Why has drawing been so universally neglected in our common schools? Our teachers are energetic. They have made marked progress in other directions. Why have they made so little progress here? The interest of the pupils is awakened in other branches far less attractive. Why is this, toward which the fancy of the pupil leaps forth, as it were, so steadily ignored and so persistently refused its place of honor upon the programme? It is, we believe, in good part owing to the defective early education of our teachers. While they admit, perhaps, all that may be said in favor of linear drawing, they feel a degree of timidity in introducing into their school a branch of instruction of which they know but little. Through this timidity the schools of to-day suffer from the same neglect as those of twenty years ago. To the teacher who feels thus, one who has had some experience gives the following excellent advice:

Make the effort to devote a part of each day to sketching from pictures objects of easy outline. With a little expenditure cards may be obtained through which much pleasing recreation is afforded. Select an easy card, as a gate or pair of bars, practice upon it until it can be easily reproduced without the card, then in your school room draw the same on the blackboard for the imitation of the scholars. This will require much practice at first, and must be done slowly and carefully. Select familiar objects of interest and never place the pupils upon parallel lines, or keep them at work until they are discouraged and disgusted. They will draw with more ease and greater interest that which pleases the eye.

In the primary schools a lesson of two or three objects will be sufficient for a week, and objects should be called for to be drawn from memory. You send a pupil to the board, asking him to draw what is before him. He draws, makes a very crooked and unsymmetrical picture, but looks pleased as though he had accomplished just what you desired. You encourage his efforts by questions like these: "You have done, have you, Tommy?" "Well, what have

you made?" "A gate." "How many posts in the gate?" "Two." "What is the direction of each?" and so on. And here he should be familiar with the terms perpendicular, etc. He answers you perhaps correctly, but most likely incorrectly, as to direction; then, holding a rule by the would-be perpendicular line, you ask him what is wrong. He tells you readily and knows where to correct. Try again, and again, encouraging every effort at imitation, no matter how feeble. The teacher should not be exacting at first, but must insist upon neatness. By daily practice the pupil soon acquires a good idea of distance, form and proportion. A few months experience of this kind will clearly demonstrate the advantages of regular lessons in picture-making.

In this department, different from most others, a *few* lessons or *one* lesson aids much, often remaining as long as memory remains, while in the study of arithmetic, for instance, *one* lesson could do almost nothing towards teaching it. We admire the Athenian system of education, but as we admire let us imitate. Education at Athens was usually divided into four departments: gymnastics, letters, music, and drawing. Of these four we scarcely recognize any but the second; the first is becoming more popular; whereas the Greeks gave special prominence to those we leave out. Fortunately the current of popular feeling and of educational effort is now setting in the right direction.

The following interesting extract is from the Annual Report of the Boston School Committee for the year 1866. As will be seen, the committee is of opinion that the matter of *Drawing* has been neglected in the schools of our "modern Athens. Says the Report:

While we rejoice at the proficiency which has been acquired in music, we think that drawing is worthy of far more attention than is now given to it, not as an ornamental branch of education, superfluous unless as a matter of show, but as a most desirable discipline both for the eye and the hand, essential to the best culture of the perceptive faculties, identified with habits of pure taste, and, in many respects, of the greatest practical advantage, not only at the time of youthful study, but through the whole of the maturer life. There is hardly an artisan who would not be a better workman if he knew how to handle a pencil; and neither a merchant nor a professional man would be the less qualified for his duties if he knew how to draw a plan, or sketch a landscape.

If we go back into the earlier days of classical antiquity, we find there the value of such instruction recognized. Pamphilus, the Macedonian, a proficient in the higher branches of learning, introduced the rule that drawing should be taught to children through all the schools of Greece. While we are sending aid to the struggling Greeks, let us remember the example of the land of Phidias and Praxiteles in the days of its glory. That home of art cher-

ished the love of the beautiful, even among children. Thus the fragments of its broken temples, and the minutest relics which have come down to us, wrought by Grecian hands, are counted as treasures through every nation to this day.

In our own time, Prussia, with a population of fifteen millions, teaches drawing in all her schools. If we passed, in our earlier remarks, the condition of the educational system in that country, it was because so much has been said and written upon that subject, that the facts are already familiar.

Twenty years ago, Horace Mann, on his return from Europe, said, "Almost every pupil in every school could draw with ease, and most of them with no inconsiderable degree of beauty and expression." As a qualification on the part of teachers, he adds, "I never saw a teacher in a German school make use of a ruler or any other mechanical aid in drawing the most nice and complicated figures. I recollect in no instance in which he was obliged to efface a part of a line because it was too long, or to extend it because it was too short." All who have witnessed the rapidity and playful ease with which Agassiz illustrates his teachings upon the black-board, and the delight of the audience, as, with a dash of the chalk, some antediluvian inhabitant starts again into life, will readily understand the advantage of a skillful use of the pencil to the teacher.

Drawing is regularly taught in all the schools of Cincinnati two half-days in each week. Three members of the School Committee have supervision of this department.

Thus in ancient times, and among European nations in our day, as well as in different parts of our own country, instruction in drawing has occupied a more prominent place than with us.

This study is connected with habits of correct observation. It opens the eye to nature. It is in itself a language. It becomes to the possessor forever a pleasant resource; while its pursuit is, in nearly all cases, so delightful as to be a joy rather than a task, besides which, it is an actual aid in the development of the other faculties. But we need not attempt here to enumerate the many advantages connected with this study, or the great addition of power which the possession of this gift imparts to the teacher.

We would make drawing one of the requisite qualifications on the part of the teacher, and would also have more time devoted to its instruction in our schools. In fact, the importance of this branch of education is such, that one able instructor in drawing should be appointed to superintend this department through the Primary and Grammar Schools. There would be ample work to employ his whole time. He should give instruction both to the pupils and the teachers; and, under the charge of a special committee, could exercise a general supervision and care.

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One of the best books on the art of drawing, published within the past few years, is Chapman's American Drawing Book. This

is a work with which amateurs are familiar, but it is not adapted for use in our public schools, even though its cost were so moderate as to bring it within their reach. More recently an excellent series of drawing books has been issued by Mr. Bartholomew, of Boston. These are also too expensive for introduction into any but the higher grades of schools, though the teacher who believes in self-improvement will find them of great value in preparation for his classes. But the great series for the public schools,—the only cheap, simple, and adequate means yet presented for popularizing such instruction,—is that recently published and known as Harper's Writing Books, or Symmetrical Penmanship with *Marginal Drawing Lessons*. Here we seem to have the desideratum—a writing book and drawing book combined, and furnished at the cost of an ordinary writing book, so that the feature of drawing lessons cost the pupil absolutely nothing. The advertisement of the Harpers requests interested parties to "send for a specimen book." As it will be worth much more than a postage stamp to the reader, we repeat the same bit of good advice: *Send for a Specimen Book.*

School Officers' Department.

MEETING OF COLLEGE FACULTIES.

After conference with members of several College Faculties, I have decided to announce a meeting of the Faculties of Colleges and Seminaries, to take place at New Albany, December 26th, at 2 o'clock P. M.

The object of this meeting is to organize an association of the instructors engaged in our higher institutions of learning.

No argument will be presented here setting forth the need of such an organization. This need is assumed to exist and to be apparent. If, however, there shall be a question as to the existence of this need, the consideration of such question will properly become the first business of the proposed meeting.

While the principal business of the first meeting is organization, the following subjects are submitted for consideration, namely: 1. The desirableness of establishing a uniform grade of scholastic qualification preparatory to admission into the chartered Colleges of the State. 2. The means of securing such a grade. 3. The desirableness of uniformity in College courses. The first question is one of immediate importance, because the Public High Schools of several of our larger cities are beginning to prepare pupils for College. It therefore becomes desirable that the same grade of qualification for admission be established in all the Colleges in the State. Persons who shall attend the meeting are therefore requested to come prepared to give their views on this subject.

It is hoped that the persons above indicated will, so far as practicable, be present at this meeting.

The meeting will be held at the time and place of the meeting of the State Teachers' Association. The hall or room in which the session will be held can not now be designated, but will be designated at the State Teachers' Association.

This subject is respectfully commended to the consideration of Presidents, Professors and Teachers in our higher institutions of learning.

GEORGE W. HOSS,

Superintendent of Public Instruction.

ASSAULT AND BATTERY.

QUESTION:—What is presumed to constitute "assault and battery," as considered in the last number of the Journal, under the head of Corporal Punishment?

SCHOOL OFFICER

Ans.:—Perhaps the only safe answer to this question is found in the Statute. The following is the language of the Statute: "Every person who, in a rude, insolent, or angry manner, shall unlawfully touch another, shall be deemed guilty of assault and battery." 2 Gavin & Hord, page 459, sec. 7.

Here is a full, clear and explicit verbal answer. This is, however, only *verbal* clearness, not *practical* clearness. Before practical clearness can be obtained, a known limit must be fixed to each of the four following words,—*rude, insolent, angry, and unlawfully*. The courts fix this limit, but what that limit may be, no man can, with absolute precision, state. The courts themselves can not fix these limits in precise and unvarying terms. Officers and Teachers will therefore be left to fix these delicate boundaries as they may be able, after careful study. The most general or common meaning attached to the words must be their guide.

SUPERINTENDENT PUBLIC INSTRUCTION.

RULES FOR THE REGULATION OF PUBLIC SCHOOLS OF MARION COUNTY, INDIANA.

1st. The school shall be opened by reading from the Bible, to which may be added other religious exercises.

2d. Habitual tardiness, truancy, or irregular attendance shall be a sufficient cause for suspension, unless satisfactorily accounted for by parents or guardians.

3d. The teacher may suspend a pupil for willful or repeated misbehavior, but must report the same to the proper school officer at the earliest possible period.

4th. The exercises of the school shall be regulated by a written programme, placed where the scholars can see it.

5th. The teacher should forbid communication among the pupils, in any form, during study hours.

6th. The teacher shall classify the pupils according to their advancement, and in no case form two classes of the same grade in the same study on account of different text-books. A uniformity of text-books is absolutely essential, and must be required. To this end the teacher shall require the use of the books recommended by the Trustee, and in no case shall books be changed except by consent of the Trustee.

7th. Every pupil must be supplied with the necessary books, stationery and other conveniences for the prosecution of his or her work. To every Primary pupil a slate and pencil are indispensable. If there are

parents too poor to furnish their children with the appropriate books, the Trustee or Director will see that they are furnished from some other source.

8th. The use of Tobacco, *in any form*, in or about the school house is forbidden.

9th. All injuries to school property, caused by pupils, shall be made good, in money or by satisfactory repairs, by the party committing the depredation.

10th. Teachers must use the utmost diligence to keep the school-room, and everything pertaining to the school premises, neat and in good order. They shall report promptly, the author of any injury done to school property, to the Director.

11th. Any pupil who shall, in or around the school premises, write or use profane or unchaste language, or who shall draw or carve any obscene picture or representation, shall be liable to suspension, or exclusion from the school, or such other punishment as the nature of the case may demand.

12th. Teachers should be at their school-rooms at least fifteen minutes before the time for opening school. They shall not allow disorder or rude conduct in the school-room at any time.

13th. When the term closes, the teacher shall leave an intelligible and detailed record of the classification of the school, for the information of his successor.

The above rules were unanimously passed by the Township Trustees at a meeting held October 19, 1867.

I will assist the Teachers and Directors in the use of all reasonable means to enforce these Rules.

Trustee.

I approve the above Rules, and will sustain teachers and school officers in enforcing them.

W. A. BELL, *School Examiner.*

Editorial---Miscellany.

CARE OF SCHOOL PROPERTY.

The care of school property is a matter of grave importance. This importance is found first in the cost of this property. The official reports in the office of Public Instruction show that the estimated value of the public school property in the State was, in September, 1866. \$4,515,734.

Here is an amount of capital worth preservation. More, it imperiously demands preservation. The public has a just right to expect that officers and teachers will employ all suitable means to secure the preservation of this property. Emphasizing this statement, it is safe to say that any teacher or officer who fails to employ all suitable means to preserve this property, *fails to do his whole duty*. In a word, it is as much the duty of these parties to preserve this property, so far as possible, as it is their duty to teach, or have taught, a school or schools.

A second reason for the preservation of this property, is found in the inculcation of a proper public sentiment. If a generation of children be trained through their whole school life to preserve school property, there is reason to hope that such training will inculcate proper sentiments concerning public property in general. If such a result can be attained, all must admit that a great evil has been abolished and a great *good* accomplished. In maintenance of the above position, we have but to notice the vandalism exhibited in the abuse and destruction of public property in all parts of the country. Defiled State houses, daubed and smeared court houses, scratched, hacked, and battered school houses all attest this. Sometimes even the church, temple of the living God, as it is, is made to bear testimony to the same. Let any one open his eyes and he will see the prevalence and magnitude of this evil. Let him reflect and he will feel that it calls loudly and imperiously for reform. To this end is this article.

A reform being demanded, the next subject of inquiry is the means. We have just indicated one of these means, namely, the schools. If

teachers will scrupulously inculcate correct sentiments in the minds of the children with reference to all public property, and train them to put in practice those sentiments so far as they relate to school property, much will have been done in securing the end desired.

As a means of inculcating these sentiments, we would say, first, let all school officers, whether Examiners, Trustees, or Directors, give this matter prominence, pressing its importance on the minds of teachers, pupils and citizens. Second, let teachers give it prominence, frequently bringing it to the attention of the pupils, showing them the desirableness of a well preserved house, and enlisting their sympathies in favor of such preservation.

This latter work may require some time and some anxiety, but if the end shall be gained, it will be time and anxiety well expended.

Therefore, teachers, take the time necessary for this work. Explain to your pupils the means by which their school house was secured, the purposes to which it is appropriated, and the laws regulating its use. By these and kindred explanations and by proper appeals, it is believed that a generation of children can be sent out with a decent regard for the rights of public property. If such shall be done, and done as a consequence of the work of the public schools, these schools will have incorporated another element of public favor and public utility.

Officers and teachers, we commend this subject to your careful consideration, with the hope that it will receive earnest and effective attention in every county, township and district in the State.

MODES, EXPRESSIONS, PRACTICES, ETC.

Says an Examiner, of the article under this head, in the last number, "such articles are just what we need for our young teachers. That analysis was excellent."

We are pleased to hear such words of encouragement. More, we are pleased to be able to present the following pointed and practical article from D. E. Hunter, Superintendent of the Shelbyville Schools.

Who comes next with condensed practical plans?—Ed.

TARDINESS IN THE SHELBYVILLE PUBLIC SCHOOLS.—The following is a copy of instructions to teachers, and I presume it will explain the manner in which tardiness is managed, as well as anything else I could write.

The reader will observe that all the schools, (ten in number,) are in one building. Average daily attendance, about 520. This plan has been in operation three weeks, with the following result:

Cases of unexcused tardiness, 1st week.....	28
" " " 2d "	22
" " " 3d "	10

The fourth week will probably be about the same as the third.

second year's labor in these schools. He impresses one as being deeply in earnest in his work. Added to this, he brings to his aid the reputation of a superior scholarship for one of his years.

We found an interesting feature in the trusteeship at this place. Mr. Lewis, one of the Trustees, though a man of wealth, and extended and complicated business, is giving careful and minute attention to the interests of the schools. Though engaged in merchandising, manufacturing, banking and railroading, still he takes time to look carefully after the welfare of the schools.

RISING SUN, OHIO COUNTY.—We had the pleasure of meeting a good Institute at this place. The Examiner, Mr. Matson, superintended, and Mr. Daniel Hough and Mr. Wilson did most of the teaching. Some superior work in the way of map drawing was done by Mr. Hough. We saw no schools, they being dismissed for the Institute.

VEVAY, SWITZERLAND COUNTY.—Rev. Brewington has recently taken charge of the schools in this place. The schools not being in session, we can say nothing farther than that report says they are in good condition, giving fine promise for the future.

MADISON, JEFFERSON COUNTY.—We had the pleasure of spending a day in the schools of Madison. We saw several rooms that are in superior condition; some others not so good.

The deportment of the pupils in the High School was marked by a quiet dignity that is unusual for pupils of their age.

We heard several good recitations, and one of unusual merit. This recitation was conducted by Miss Frank Kendall. The points of excellence were two, attention and dispatch. The attention was intense; and chiefly as a consequence of this was the dispatch.

The number of buildings is 6; of teachers, 21, besides a writing teacher. Number of pupils in the High School, about 80.

Wages of female teachers range from \$34 to \$60 per month.

The Principal of the High School, Mr. Wm. Craig, is the only male teacher in the schools, save the writing teacher.

A member of the Board of Trustees, Rev. James Runcie, is acting as Superintendent.

In the absence of Mr. Runcie, Mr. Richardson, member of the Board, accompanied us to the schools. Seldom have we met a Trustee who is more in earnest, and more thoroughly imbued with educational interests and sentiments than Mr. Richardson.

In conclusion, we respectfully submit a doubt as to the wisdom of the policy of managing the schools of a city of the size of Madison, without the constant attention of an experienced Superintendent.

We were pleased to be assured by the Examiner of this county, Pleasant Vernon, that the schools throughout the county are improving. We were further pleased to be assured that there are some houses in the county which have been in use three years, yet show no marks, hacks, or

scratches so common to school houses which have been in use so long. This speaks well for pupils, teachers, Trustees, or Examiner, or for all. Be it said in praise of the Examiner, that he is in earnest in this subject.

LXINGTON, SCOTT COUNTY.—At this point we found an Institute in session, the first ever held in the county. The members of the Institute were unusually attentive, seemingly anxious to learn and carry home as much as possible.

This county is far behind in its educational spirit and development, yet it is obvious that a new interest is being awakened. Much of this interest is due the efforts of the Examiner, Mr. Chambers.

LOGANSPOET, CASS COUNTY.—The schools here are under the supervision of Mr. Cox. In view of the fact that they were wholly ungraded last year, they are doing well, and giving encouraging promise for the future. The attention and order of the pupils, also cleanliness of rooms in the High School building, speak well for teachers and pupils. We saw only a portion of the other rooms, and these for a time too short to allow the expression of opinions.

Mr. Cox spends half of his time in superintending, and the remainder in teaching.

Number of buildings, 5. of teachers, 12; of pupils enrolled, 550; enumerated, 1,469; capacity of buildings. 650 pupils.

DELPHI, CARROLL COUNTY.—The schools of this place are under the superintendency of Mr. J. H. Snoddy, recently from Marion county. Mr. S. has had an experience a little rougher than falls to the lot of some teachers. After correcting certain refractory boys, he was brought before the courts for "assault and battery," but after the evidence and pleas, the verdict was "not guilty." This verdict not being satisfactory to the irate father of one of the boys, he concluded to take justice into his own hands, whereupon he proceeded to assault and batter Mr. S. Consequent upon this, the pugnacious ancestor was brought before the courts and fined. Thus, at both ends of the line, the teacher was successful. The result is, a wholesome discipline is being established in the schools.

Considering the above facts, the school is in fine condition. The zeal of the teachers, the order of the pupils, and the interest of the two Trustees with whom we conversed, all give promise of a high degree of success in the future.

We heard a class in composition on the plan indicated in Mr. Snoddy's letter, in another part of the Journal. The lesson was an eminent success, proving beyond controversy the ability of children to engage in composition writing. The average age of the class does not, we think, stand above nine years.

MONTICELLO, WHITE COUNTY.—At this place we met a large Institute, the largest in proportion to the number of teachers in the county we have

yet seen or heard of. The number of teachers in the county, as per official report, is 88, and the number of members enrolled was 130.

This surpasses any Institute yet reported, hence gives the banner to *White county!* Notwithstanding this element of success, there was an element of unsuccess, namely, the almost inevitable confusion consequent upon holding an Institute in a court house. Deducing a rule from a single example, (not very safe logic,) we would say, never hold an Institute in a court house. Boys, girls, and sometimes others (who are larger,) feel at liberty to go and come as they choose, but not so in a church house, or school house. Therefore hold in a school house when possible; next in a church; next in a public hall; last in a court house.

THE JOURNAL.

Our readers will perceive, by looking on second page of cover, that the Journal will hereafter be published by Downey & Brouse. By mutual consent of publisher and editor, Mr. Parsons has ceased his connection with the Journal. Mr. P. has worked faithfully with us to sustain and improve the Journal. And we believe his work has not been in vain, for if we are not mistaken, the Journal now stands fairer before its readers than at any other period in its history.

We, however, do not claim that this success is due solely to publisher, or to editor, or to both, but in a great degree to the efforts of that large number of teachers and officers in different parts of the State, who have so liberally and so successfully worked for the Journal. To all such, we tender our sincere thanks, and solicit them and others to continue to help us in the future.

It is the purpose of the editor and publishers to use all reasonable means to make the Journal worthy of support and of the cause it serves. Several able writers have been engaged to furnish articles next year.

For details relative to subscriptions, premiums, etc., see prospectus on second page of cover.

In conclusion, we are pleased to be able to lay before our readers Mr. Parsons' cordial letter, so warmly expressive of good will toward our patrons, and toward the Journal.

INDIANAPOLIS, IND., Nov. 16, 1867.

READERS OF THE JOURNAL—Dear Friends: Having for the time being ceased my connection with the publishing business, I hereby terminate my pleasant connection with you, as publisher of the Indiana School Journal. In severing this, to me, truly agreeable relation, permit me to commend to you the future interests of the Journal. Under the management of its able editor, it will, with your aid, doubtless reach a much larger circulation and accomplish larger results in the future than it has in the past.

In conclusion, permit me to express my sincere regard for your welfare, with the hope that each and every teacher of our State will prove themselves worthy of their high and honorable calling.

Hoping that prosperity and happiness may attend you, I remain sincerely yours,

JOHN J. PARSONS.

STATE TEACHERS' ASSOCIATION.

As pupils look forward with pleasing anticipations to the holidays, so teachers usually look to the State Association. It is a time for interchange of social greetings, as well as of ideas. It is also a place for work, which is also agreeable to the teacher earnestly desirous of progress. The Association therefore furnishes attractions for all. Therefore, let all who can, come,—come for social greetings, for counsel, for work.

The Association is the Legislative Assembly of our profession. Here new plans are suggested, and sometimes new means devised and put into operation. We therefore need the aged to give counsel, and the young to execute. In a word, we need all; hence let all come.

For particulars relative to exercises, the reader is referred to the full and interesting programme of the committee.

COMPOSITION WRITING.

DELPHI, November 18, 1867.

PROF. HOSS: We have been trying, in the various grades of our school, the method of instruction in language and composition, proposed in the School Journal last spring. I have been experimenting in that method for several years, but never before where gradation was favorable. My previous attempts demonstrated that instruction of that character could be successfully used, even in a mixed school; and, from our experience here, I am confident that graded schools can not do better than to give it a fair trial. In each of our primary grades, we have daily exercises somewhat after that method, and our pupils show as much interest in them as in other lessons—some manifesting discernment in punctuation and construction, and a delight in criticism.

The articles which appeared in the Journal, last spring, on that subject, are well worthy of the consideration of teachers desirous of progress in that direction; and the introduction of a regular course of daily exercises in language, oral and written, in the various grades of our free school curriculum, would do much towards securing a purification of our everyday dialects, greatly to be desired by all lovers of pure thought and diction.

J. H. SNODDY.

MORGAN COUNTY INSTITUTE.

The Second Annual Institute of the Teachers of Morgan county was held at Menrovia, from the 28th of October to the 1st of November, conducted by Daniel Hough and M. R. Barnard, of Indianapolis. The

number of teachers enrolled was 62, nearly one-half of the teachers of the county.

The following resolutions were adopted by the teachers:

WHEREAS, "Common schools, the hope of our country," languish so lamentably in our county, therefore

Resolved, That teachers and parents should co-operate most fully in all matters pertaining to the advancement of education.

Resolved, That those teachers who will not avail themselves of the benefit of Teachers' Institutes are not worthy of public patronage.

Resolved, That we, the teachers of Morgan county, do request the Examiner and Trustees to recommend a regular series of school books for the use of our common schools.

Resolved, That we recommend the daily reading of the Scriptures in our schools.

Resolved, That we will not tolerate the use of tobacco in our school rooms, and that we will discourage its use elsewhere.

Resolved, That we consider Professors Hough and Barnard competent instructors, and that our thanks are due them for the efficient manner in which they have conducted our Institute.

Resolved, That we hereby tender our thanks to the citizens of Monrovia and vicinity, for their kindness in providing homes for the teachers, free of charge, during the session of the Institute.

JOHN A. TAYLOR, *Secretary*. S. S. GRIFFITT, *President*.
N. E. HUBBARD, *Vice President*.

WASHINGTON COUNTY INSTITUTE.

A Teachers' Institute was held in Salem, Washington county, opening October 14th, 1867, and continuing in session five days.

The teachers of the county, to the number of 88, assembled in one of the public school houses, and organized by electing School Examiner M. D. C. Prow Superintendent, and John H. Hamilton Secretary.

Daily recitations in the various common school branches were conducted by different members of the Institute.

The evening sessions were generally devoted to public lectures given by Prof. J. G. May, of Salem, which were attended by large and attentive audiences.

The session closed on Friday evening. The teachers parted, feeling that they had been benefited and encouraged by the interchange of experiences, realizing that the Institute had been a success.

The average daily attendance was sixty.

JOHN H. HAMILTON, *Secretary*.

THE CASS COUNTY INSTITUTE enrolled seventy names at its recent session. The Secretary says "there was a grand revival among the friends of education during the session."

THE DECATUR COUNTY INSTITUTE enrolled 114 names, and was without cost to the members. The Institute, says the Examiner, was a triumphant success.

THE JASPER COUNTY INSTITUTE enrolled 66 names; number of schools in the county, 49. Well done. The Institute resolved in favor of Examiner Thompson's "Rules of Grammar and Spelling."

THE KOSCIUSKO COUNTY INSTITUTE enrolled 160 names; average attendance, 130. An address was delivered by Judge Frazer, of the Supreme Court.

THORNTOWN, BOONE COUNTY.—The schools of this place have recently undergone a process of consolidation. The Trustees of the public schools have recently purchased the "Thorntown Academy" for the use of the public schools. Thus the two schools are consolidated into one, and greatly to the benefit of both.

These schools are now under the supervision of Prof. J. P. Rous, and well informed citizens assure us that they are under superior management. Near fifty pupils from other portions of the county are in attendance.

STATE UNIVERSITY.—We are informed by Dr. Nutt, that 250 students are in attendance at the State University. The number in the college classes is nearly double the number at the same time last year.

DUBLIN, WAYNE COUNTY.—Dublin is just completing a fine two-story brick house, containing seven rooms, besides the Superintendent's office, and furnishing accommodations for about five hundred pupils. The cost will be about \$20,000.

MR. H. J. MACOMBER, who obtained a State Certificate, last summer, has been elected to the Superintendency of the Greenville schools, Ohio, at a salary of \$125 per month.

THE METRIC SYSTEM.—The National Academy of Science, Washington, D. C., by a series of formal resolutions, approves the Metric System, recommending that it be introduced into the public schools; also, that it be made a test in examination of students for admission into colleges.

IN MEMORIAM.

On the 7th of October last, death entered the circle of the Madison teachers and called one of their number, Miss Maria Faithful, from work to reward. We had not the pleasure of an acquaintance with the deceased, but learn that she possessed in a high degree the graces that adorn the character of the teacher.

The following we take from the published obituary notice:

"We cherish the memory of Miss Faithful as one who did her work well, and who left behind her an example well worthy of imitation. In her were united, in an extraordinary degree, the two qualities of firmness and gentleness; for while the strictest discipline was always maintained among her pupils, yet she completely won the warmest affections of their hearts, as was evidenced by the tears of several hundred children who followed to the last resting place the remains of their beloved instructress and friend.

"Miss Faithful was a sincere Christian—a member of Roberts M. E. Chapel—and reflected in all her demeanor the beauty and grace of the religion of Christ.

"At a meeting of the Trustees and teachers, held at the Madison High School building, on the day of her decease, on motion of Miss Kendall, the following action was had:

"WHEREAS, It has pleased Almighty God to remove from this world our beloved associate and friend, Miss M. J. Faithful; therefore,

"Resolved, That while we bow with submission to the Divine Will, yet we must express our sense of the almost irreparable loss our schools have sustained, and our own grief at her unexpected death.

"Resolved, That we will cherish her memory by endeavoring to follow the example she has left us of diligence in work and devotion to duty.

"Resolved, That we, in a body, attend her funeral, and wear the usual badge of mourning."

MADISON, IND., Oct. 9, 1867.

ERRATA.—In last number of the Journal, in last paragraph but one in article on Corporal Punishment, substitute *their* for *this*.

On page 336, instead of "in the Junior," read "on the first," and instead of "of the second floor," read "to those on the second floor."

On page 338, under head of "C Class, Third Term," instead of "Arithmetic," read "Geography," and in last line on page 359, substitute *named* for *unmarried*.

FOR PARTICULARS concerning meeting of College Faculties, see School Officers' Department, on another page of Journal.

STATE TEACHERS' ASSOCIATION—FOURTEENTH ANNUAL MEETING.

The Fourteenth Annual Meeting of the Indiana State Teachers' Association will be held at the city of New Albany, December 25th, 26th, and 27th, 1867. This Association has been steadily increasing in power and influence since its organization in December, 1854. In each year it has held, in some of the cities or large towns of the State, an annual meeting, having for its objects the improvement of teachers and the advancement

of the interests of popular education. These meetings have been attended by the leading teachers of both sexes, representing the different sections of the State, and all the grades of our educational institutions, from the Primary School to the University. They have always been open to the public, and not unfrequently the attendance of friends of education has been very large.

This Association has been instrumental in contributing largely to the promotion of the cause of education in this State. It has stimulated teachers to self-improvement, it has diffused just views as to the duties, the position, the requisite qualifications, and the proper compensation of teachers. It has disseminated valuable information concerning school economy, methods of teaching, and the legitimate objects and aims of discipline and instruction, and it has done much to awaken and keep alive in the community a sense of the value and importance of an efficient system of Public Schools.

The Association has still these great objects in view, and there is abundance of room for still greater improvement and progress in all that pertains to efficient schools. It is therefore earnestly hoped that the attendance of Teachers and friends of education at the coming fourteenth annual meeting will be much larger than ever before. We have in the State over ten thousand teachers employed. At least one-tenth of the whole number ought to be in attendance at the meeting to be held in New Albany this winter. Arrangements will be made by the citizens of New Albany to entertain ladies free, and gentlemen at one dollar per day. All Railroads and Steamboat lines terminating at New Albany will return members of the Association free.

A cordial invitation is extended to teachers of adjoining States to attend the meeting and to participate in the various exercises thereof.

The Executive Committee have the honor to submit the following:

PROGRAMME OF EXERCISES—WEDNESDAY EVENING.

At 7 o'clock—Organization.

At 8 o'clock—Inaugural Address by the President, Rev. Joseph Tuttle, D. D., Crawfordsville.

THURSDAY MORNING.

At 9 o'clock—Opening Exercises.

At 9½ o'clock—Lecture by Prof. Sanborn Tenney, of Vassar College, N. Y. Subject, "Physical Geography."

At 10 o'clock—Paper by Hiram Hadley, Richmond. Subject, "Constructive Geography."

Discussion of the preceding subjects.

At 11 o'clock—Paper by Daniel Hough, Esq., Indianapolis. Subject "Higher Culture."

At 11½ o'clock—Report of the State Institute Committee.

Discussion of the subject.

THURSDAY AFTERNOON.

At 2 o'clock—Paper by S. P. Thompson, Rensselaer. Subject, "County Superintendency."

Discussion of the same.

At 2½ o'clock—Paper by J. H. Smart, Fort Wayne. Subject, "Literary Exercises in High Schools."

At 3 o'clock—Ladies' Journal.

At 3½ o'clock—Paper by Prof. Ira W. Allen, Lafayette. Subject, "Intuitional Instruction."

At 4 o'clock—Lecture by Prof. Richard Owen, of the State University. Subject, "The Geology of this State."

THURSDAY EVENING.

At 7 o'clock—Discussion: "At what stages of advancement is it expedient and desirable that pupils should commence the formal study of English Grammar?" W. M. Craig, of Madison; A. W. Jones, of Vincennes; Prof. Morse, of New Albany, and Thomas Ocharles, of Indianapolis, will lead in the discussion.

At 8 o'clock—Address by Rev. Thos. Bowman, D. D., of Asbury University.

FRIDAY MORNING.

At 9 o'clock—Opening Exercises. General Business.

At 9½ o'clock—"The Culture of Literature in the Teacher's Profession." Paper by Robert McNeice, of Fort Wayne.

At 10 o'clock—"Business Integrity; how best promoted by education." Paper by Wm. H. Wiley, of Terre Haute.

Discussion of subject and paper.

At 10½ o'clock—Election of Officers.

At 11 o'clock—Ladies' Journal.

At 11½ o'clock—"How should School Examinations be Conducted?" Paper by Prof. O. V. Tousley, of New Albany.

FRIDAY AFTERNOON.

At 2 o'clock—Discussion. Subject, "The relation of the State University to the Common Schools." Prest. B. C. Hebbs, of Richmond; D. Eckley Hunter, of Shelbyville, and Prof. Adams, of Laporte, will lead in the discussion.

At 2½ o'clock—"The true theory of Normal Schools, and their practical relations to the Common Schools." Paper by Prof. Thomas Metcalf, of the Normal University, Illinois.

Discussion of the subject.

At 3½ o'clock—"Natural History." Lecture by Prof. Sanborn Tenney, of Vassar College.

At 4½ o'clock—Reports of Committees and Miscellaneous Business.

FRIDAY EVENING.

At 7 o'clock—Discussion. "Which do we make too much the end of

Education, Knowledge or Discipline?" Prof A. R. Benton, of Indianapolis, and Rev. B. W. Smith, Terre Haute, will lead in the discussion.

At 8 o'clock—Brief addresses by representative educators. Adjournment.

By Order of the Executive Committee,

J. M. OLCOTT, *Chairman.*

BOOK TABLE.

THE RUDIMENTS OF ARITHMETIC, EMBRACING MENTAL AND WRITTEN EXERCISES FOR BEGINNERS. Prepared for the Mathematical Course of Joseph Ray, M. D., pp. 192. Cincinnati: Sargent, Wilson & Hinkle.

The series of Ray's Arithmetics, as announced by the Publishers, consists of five books; added to these are two volumes of "Test Examples," and two Keys. Here is a fulfillment of Solomon's declaration "of making many books," (on Arithmetic,) "there is no end."

Now whether Solomon uttered the above sentiment by way of complaint or approval, is not quite clear. If by way of approval, how intense should be that approval now; if by way of complaint, equally intense should be that complaint.

Whatever may have been Solomon's intent, we are fully convinced that one of the errors of our times is the making of too many school books, i. e., too many in the same series.

We, therefore, respectfully submit that the series under consideration is an exemplification of this fact. Consequently, in view of this fact, and in view of the character of the book above named, we submit that it may very properly be used as the first book in the series, thus displacing the two preceding.

Passing to the special merits of this book, we are able, after a somewhat extended examination, to pronounce it good, and for the following reasons:

1. Its definitions are unusually *short*, and more than usually *clear*.
2. Like Felter, it combines to some extent mental and slate exercises.
3. Its analyses are philosophic and concise.
4. The examples under the respective rules are numerous; sufficient, if properly used, to secure rapidity and accuracy.

This book, in the hands of a good teacher, must yield good results.

UNION FIFTH READER, EMBRACING A FULL EXPOSITION OF THE PRINCIPLES OF RHETORICAL READING. By Charles W. Sanders, A. M. New York: Ivison, Phinney, Blakeman & Co.

The leading characteristics of this book, so far as we have been able to observe, are,

1. Copious and appropriate rules under Emphasis, Inflections, Modulation, Pitch, Quantity and Quality.
2. A sufficient number of well chosen examples for practice under these rules.

3. A selection of reading lessons which inculcate correct and commendable sentiments.

It is not to be inferred that any of these characteristics are peculiar to this book. They are not peculiar, nor are they, so far as we can see, peculiar in their excellence. Yet, on the other hand, they are of such a character as to commend the book to the favorable consideration of teachers and school officers.

A FOURTEEN WEEKS' COURSE IN CHEMISTRY. By Darman Steele, A. M. Principal of Elmira Free Academy, N. Y. New York: A. S. Barnes & Co.; 16mo. pp. 261.

In the preface to this work, the author declares it to be his aim to "express in simple, interesting language, a few of the principles and practical applications of Chemistry."

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VOL. XII.

JANUARY, 1887.

No. 1.

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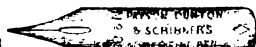
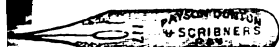
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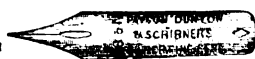
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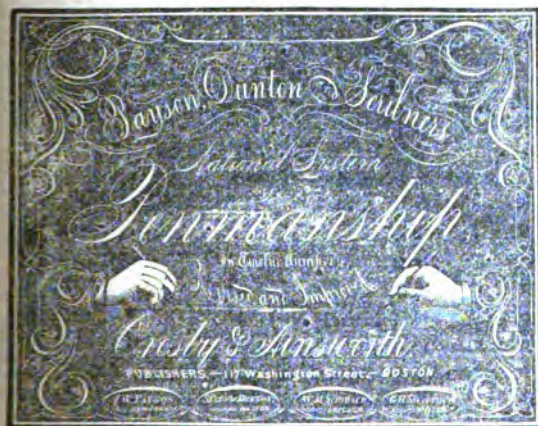
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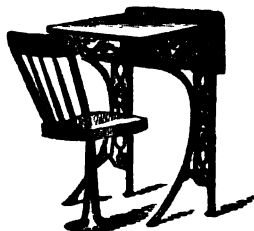
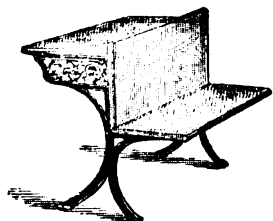


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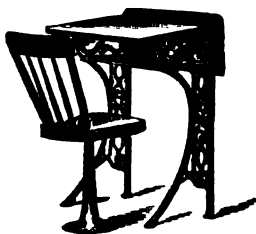


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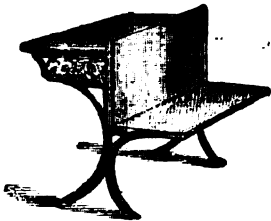
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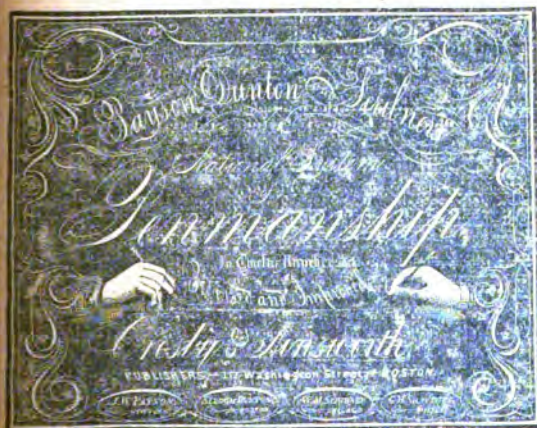
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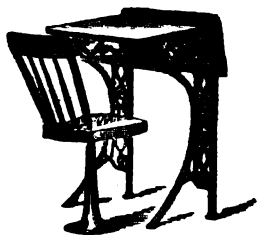
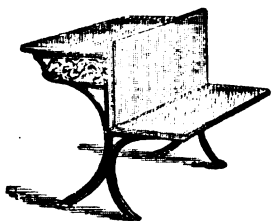
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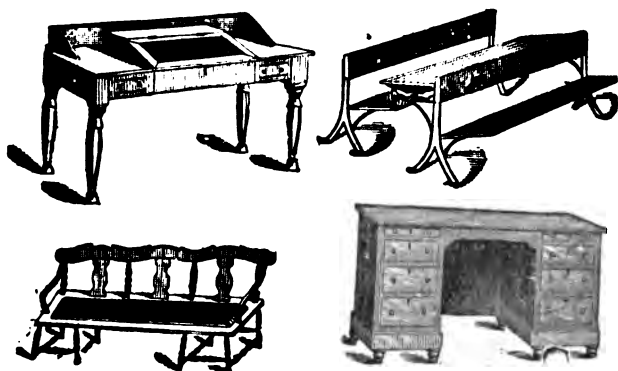
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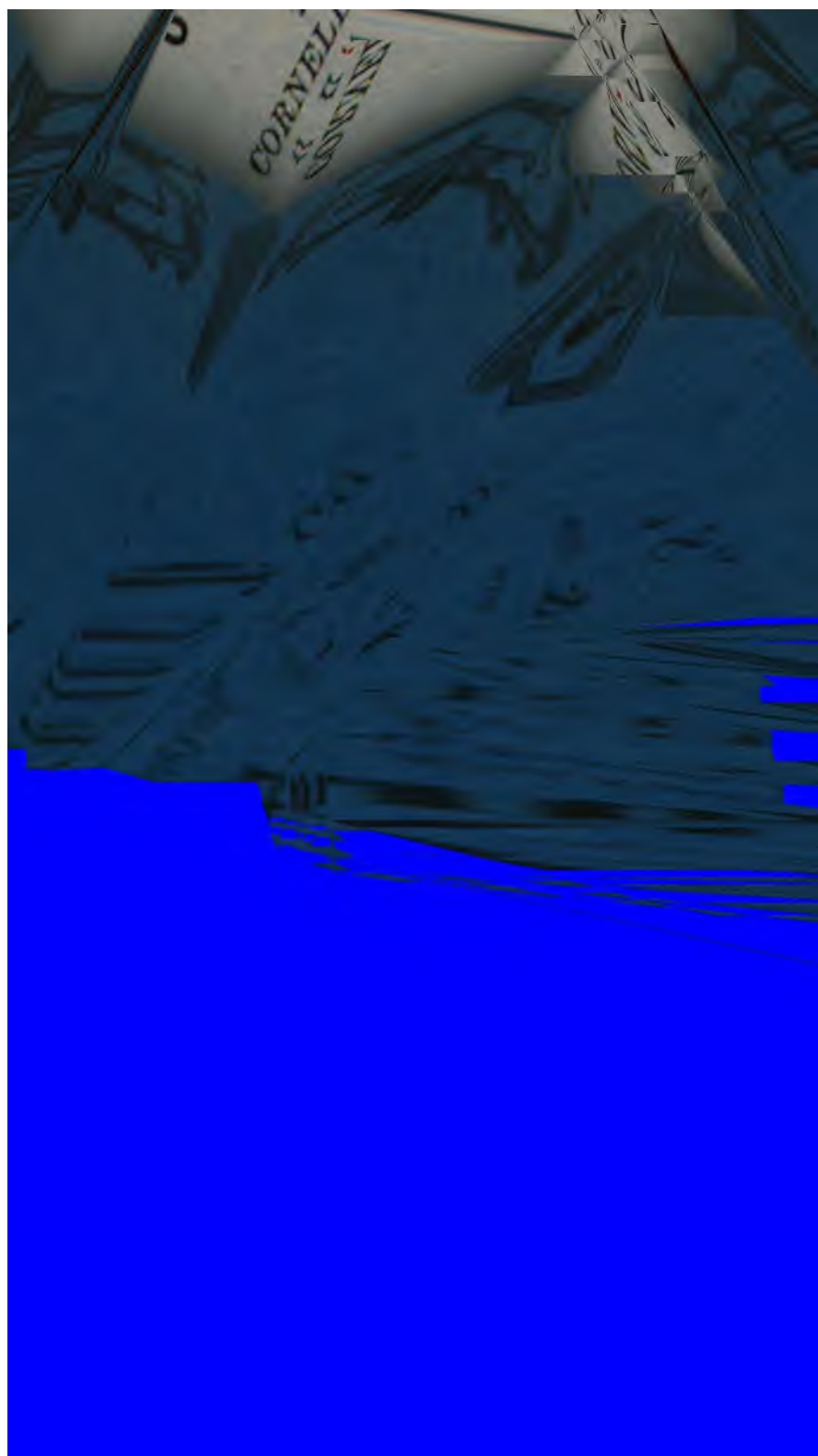
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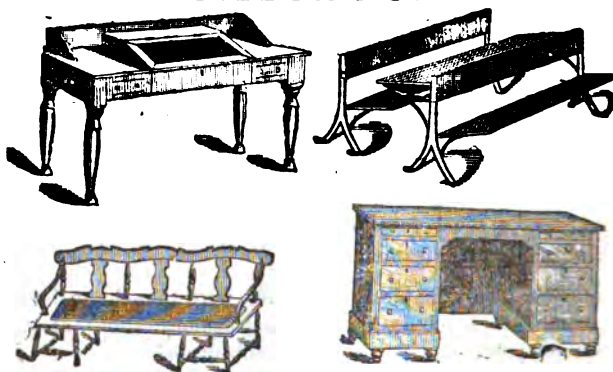
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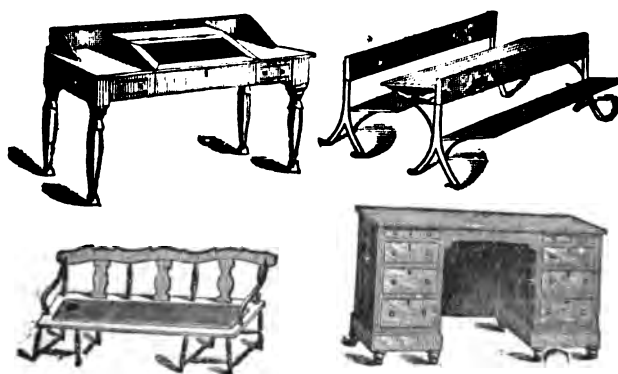
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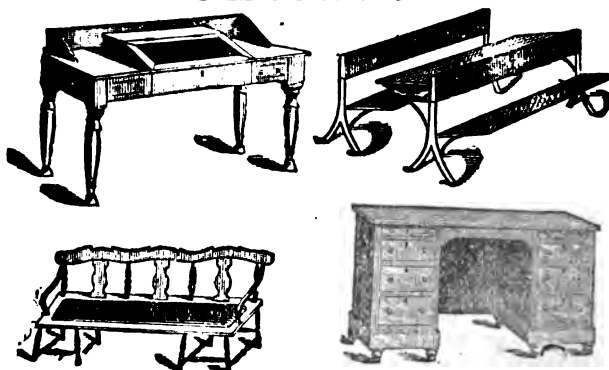
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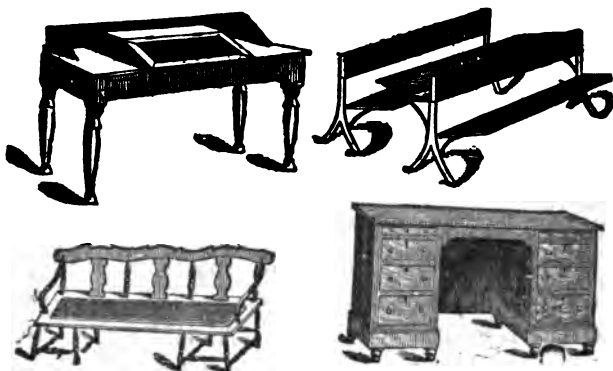
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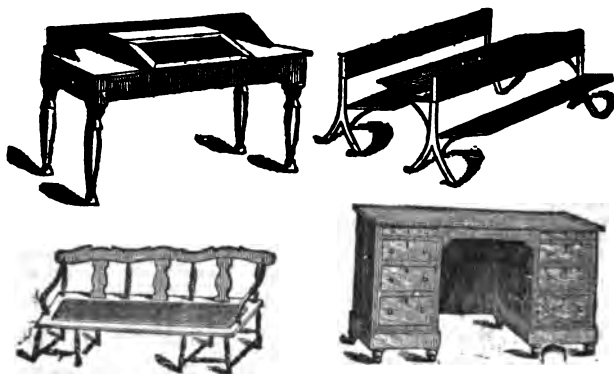
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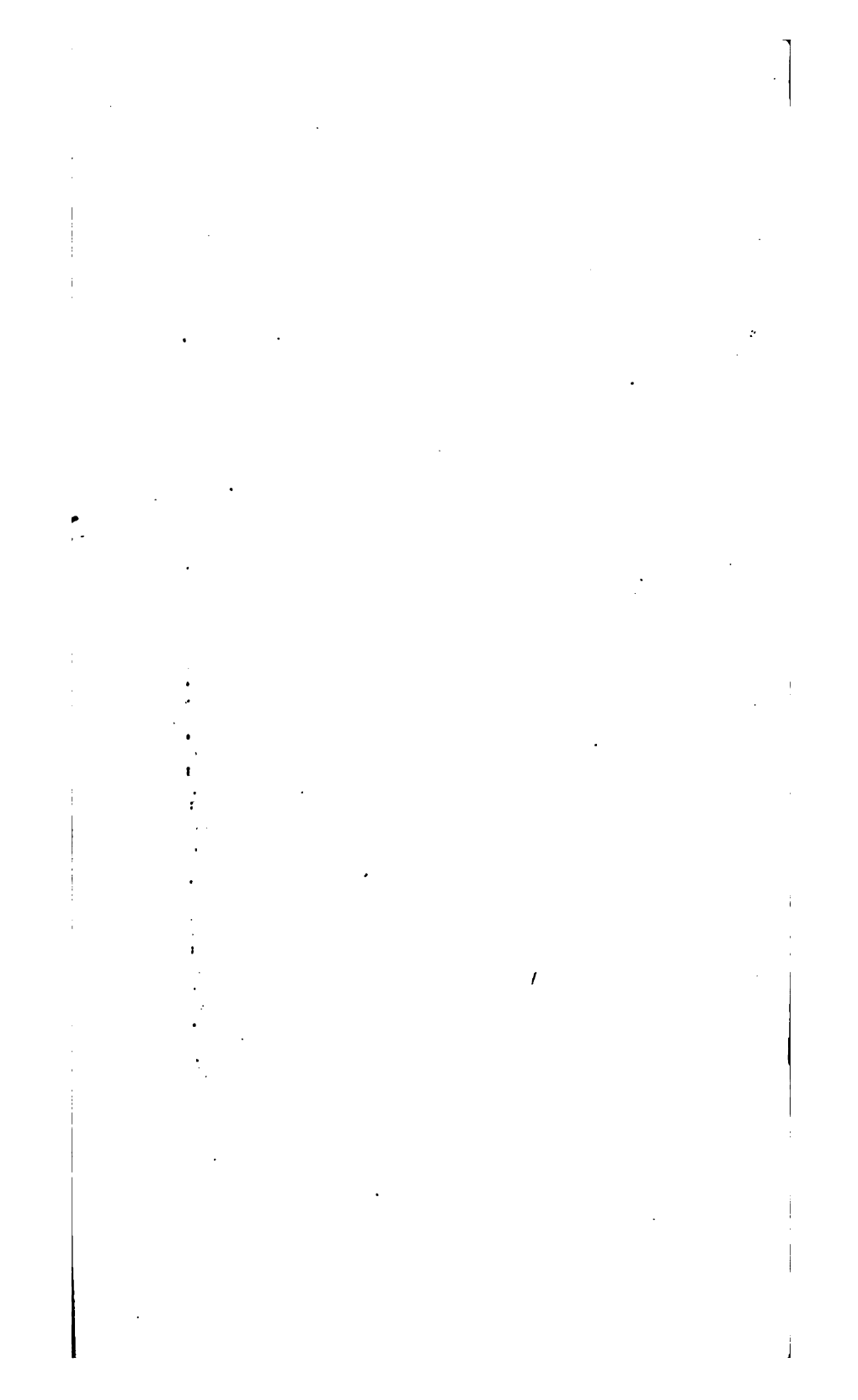
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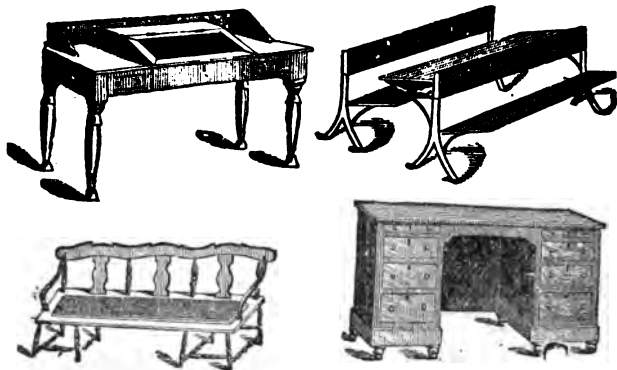
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For example—as evidence of the wonderful "Progress" of certain Books, and of "the appreciation of merit" in the same, as well as to show how the "National Series are held in comparison with competing text-books," they have selected from the tabular statements of the Report of the Regents of the University of the State of New York, dated March, 1866, but made up from the reports received from 212 Academies under their supervision, and bearing date from June to September, 1865, the following "interesting items," the evident design of which is to convey a false impression in regard to the use of their own and of other's publications.

FROM THE "BULLETIN."

READERS —Whole number of Academies reporting.....	157
Using Parker & Watson's Readers.....	90
Number of competing Series.....	14
ARITHMETICS —Academies reporting.....	195
Using Davies'.....	55
Competing text-books.....	14
ALGEBRAS —Academies reporting.....	195
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Competing text-books.....	19

If the object of publishing and circulating the above is not wilfully to deceive, surely the publishers of the above-named books have sullied their reputation for honesty and fairness, when it is known that some of the "Competing text books" were used in a larger number of Academies than were their own, and *they know it*.

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Use Wilson's Series.....	17
11 Other Competing Series.....	

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ARITHMETICS —Academies reporting.....	195
Use Davies'.....	55
Use Robinson's.....	65
Use Thomson's.....	41
11 Other competing series.....	
ALGEBRAS —Academies reporting.....	195
Use Davies'.....	65
Use Robinson's.....	139
Use Greenleaf's.....	19
9 other competing authors.....	

In January, 1867, it was found upon actual inquiry that *Robinson's Arithmetic* were used in 108 of those Academies, and *Robinson's Algebras* in 150.

These two statements speak for themselves, and need no comment. The motive is obvious.

We will add one more fact bearing upon the comparative circulation of books, viz.: According to the Annual Report of the Superintendent of Public Instruction for the State of Wisconsin, made December, 1866, the whole number of School Districts in the State was 3,448.

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In the July number of the "Illustrated Educational Bulletin," (subscription price, ten cents per annum) we have answered in full your strange attack. Our object, at present, is simply to set before the public the merits of the principal charge you make upon us, and leave to any impartial mind the question as to which of us is guilty of "misrepresentation."

The April number of the popular journal above mentioned contained an article on the Academies of New York, in the course of which some tables are used with the avowed purpose of showing "how the National Series are held in comparison with competing textbooks." The form of statement is this:

READERS—Whole number of Academies reporting	187
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Number of competing series.....	14
And similar tables follow in the departments of Geography, Arithmetic, Algebra, Geometry, Grammar, Botany and Latin. This is a very innocent, and (as we thought) sufficiently explicit manner of stating the case. You, however, take grave exception and favor us with some pretty broad language because we did not put it in this way:	
READERS—Whole number of Academies.....	187
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Use Sanders' Series.....	80
Use Wilson's Series.....	17
11 (12?) other competing series.....	

Our reasons for not doing as you so politely suggest, were, to be brief

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Third—We are not in the habit of making invidious comparisons with rival publishers and their books, deeming such forbearance an act of simple courtesy, due even to those who have broken their most solemn obligations to injure us.

As you absolve us from the latter restraint, however, we publish here the part of the truth which you suppressed; an instance of what you call "misrepresentation." The article upon which you comment contained also figures which, if presented with "honesty and fairness," would read somewhat as follows:

111 Academies use Monteth & McNally's Geography, National Series.
33 use Colton & Fitch's Geographies, and 14 Fitch's Physical only A m's series.
90 use Parker & Watson's Readers, National Series.
80 use Sanders' Readers, American Series.
56 use Clark's Grammar, National Series.
5 use Wells' Grammar, and 2 use Keri's Grammar, American Series.
124 use Davies' Geometry, National Series.
25 use Robinson's Geometry, American Series.
89 use Wood's Botany, National Series.
52 use Gray's Botany, American Series.

Thus five out of the seven series which we quoted are used more largely than your own text books in the same branches, and four out of the seven more largely than any other single series in the same department—proving conclusively "how the National Series are held, etc."

We now follow you to Wisconsin, whence you derive another "honest and truthful statement," to the purpose that Parker & Watson have not yet caught up in that comparatively remote section with the time honored settlement of Sanders. Now bear us witness that we did not invite you to this field, while we extract some more figures from the same report, which you willfully ignore—shall we say "with the evident design to convey a false impression?" Of school district in "Wisconsin,"

850 use Davies' Arithmetic, National Series.
231 use Robinson's Arithmetic, American Series.
180 use Davies' Algebra, National Series.
102 use Robinson's Algebra, American Series.
1207 use Clark's Grammar, National Series.
47 use Keri's Grammar, American Series.
2028 use Monteth & McNally's Geographies, National Series.
None reported using Colton & Fitch's Geographies, American Series.

For further discussion of this point, as well as much other useful matter, we respectfully refer you to the "Illustrated Educational Bulletin," which we shall be happy to send to you at the exceedingly moderate price of ten cents a year, payable in advance. You will find it a most entertaining little sheet, as it contains articles by the best educators for the instruction and cultivation of teachers, as well as many "interesting items," of educational news, and copious and appropriate illustrations. All to whom we have sent it, except, unfortunately, yourselves, are highly pleased with a journal at once so original and useful, and our mails are full of subscriptions and compliments for it. We send samples to any address without charge, and have printed a large extra edition of the April number to meet the demand occasioned by your kind notice of it.

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Number VII.

July, 1867.

CONTENTS.

- Frontispiece. "Bobby Shaftoe's gone to Sea." By H. L. Stephens.
- I. Samuel Adams: A Biography. (With an engraving on wood from Copley's painting of Sam. Adams, by W. L. Champney, and a view of Fanuell Hall, as it was a hundred years ago, by A. R. Waud.)
- II. Doings of the Bodley Family: Master High Flyer. By Horace E. Scudder.
- III. Among the Trees: July. By Mary Lorimer. (With a drawing of the Pitcher-Plant.
- IV. Stories from Shakespeare. III. The Merchant of Venice, or, The Three Caskets.
- V. A Little Bird, and what became of it. (With two illustrations by L. G.)
- VI. The Loss of the Havelock.
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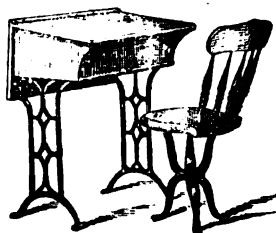
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